

BUSINESS EDUCATION

forum

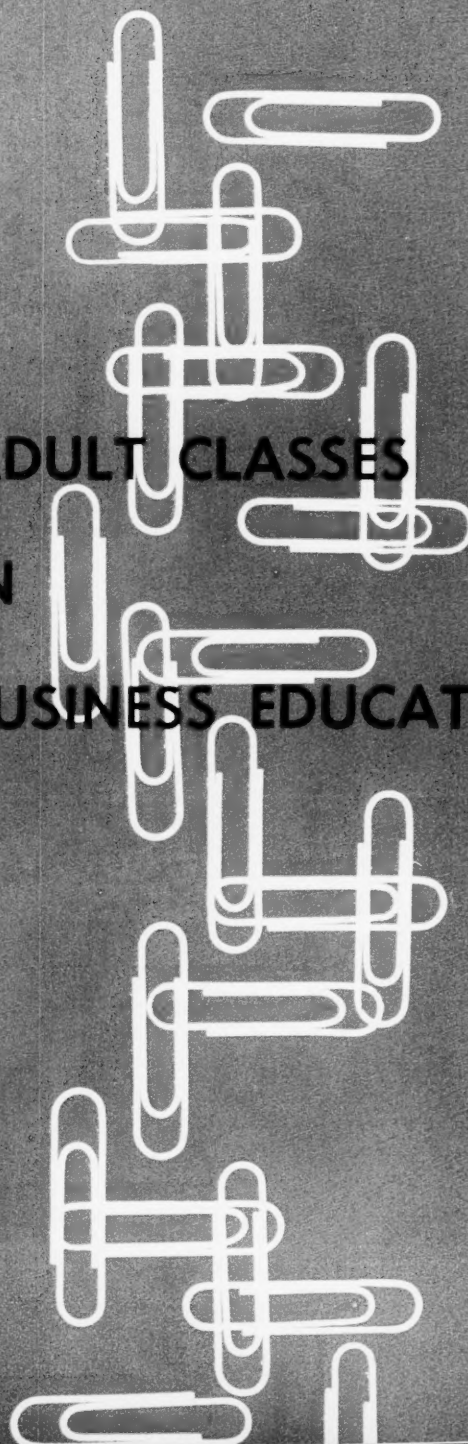
JANUARY 1961

VOL. 15, NO. 4

UNITED BUSINESS EDUCATION ASSOCIATION

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

**ADULT CLASSES
IN
BUSINESS EDUCATION**



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Dear UBEA Member

In searching for a topic to feature in the special January issue of BUSINESS EDUCATION FORUM, members of the UBEA Publications Committee were in agreement that "Adult Classes in Business Education" is a topic we in the UBEA had neglected far too long. In searching for an editor with experience, vision, and enthusiasm for adult education, the Committee found these qualities in James Zancanella, a member of the staff at the University of Wyoming. In selecting writers to develop the topic, Mr. Zancanella invited business educators in various areas to recommend persons whose valuable experiences in teaching and supervising adult classes in business education might be shared with those who have not had the privilege of teaching adults. "Adult Classes in Business Education" is being released also as FORUM Reprint No. 4. The reprints are available from both the UBEA Headquarters Office and the NEA Publication-Sales at \$1 a copy.

The importance of providing services for adult education was recognized by NEA in 1945 when its Division of Adult Education Service was created. Among the activities of this Division is the sponsorship of the well-known National Training Laboratories. The impact of adult programs in the public schools led to the formation of the National Association of Public School Adult Educators in 1952. This NEA Department has approximately 4000 members. Its publications are The Public School Adult Educator; Swap Shop; and Idea File, a monthly newsletter inaugurated this year. We are grateful to Robert A. Luke of NAPSAE for providing the introductory statement to "Adult Classes in Business Education."

* * * * *

"Meet the Professor" is the title of the 1961 series of television programs produced by the American Broadcasting Company in cooperation with the NEA and the Association for Higher Education, a Department of the NEA. The series of 13 one-half hour programs will be broadcast on Sunday afternoons with the first one released on January 29. Featuring a teacher from a different college or university each week, the program will present actual teaching experiences in addition to a profile of the professor. The purpose of the series is to deepen the public understanding and image of the college teacher.

* * * * *

"Seminar in Business Education" is the title of the combined NABTE BULLETIN 72 and the December issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY. Editor Harry Huffman, with the assistance of Paul S. Lomax and Eleanor Brown, prepared 25 pertinent questions and secured replies to one or more of the questions from 85 leading business educators. Dr. Lomax's section on "How To Conduct a Seminar in Business Education" and the current roster of the National Association for Business Teacher Education complete the 72-page publication. Dr. Huffman recommends "Seminar in Business Education" as a reference book for use in seminar classes and when planning business education conferences and conventions. This publication was mailed to all Comprehensive Service members who were enrolled in UBEA during the month of December 1960.

HEADQUARTERS NOTES

About the time this issue of the UBEA HEADQUARTERS NOTES reaches you, the 87th Congress will be assembling on Capitol Hill. Senator-elect Lee Metcalf of Montana and Representative Frank Thompson of New Jersey have announced their intentions of introducing identical school support bills on the opening day of the new Congress. With President-elect Kennedy committed to press for federal aid to education, both the Senate and the House are expected to take quick and favorable action. NEA's Division of Legislation advocates a broad program of federal support for schools with the states given freedom of choice on how to spend the funds available from the federal government. In other words, NEA holds firm to its position that federal funds once given to a state must become state funds.

In a recent two-day conference on legislation called by NEA and attended by 150 representatives of NEA affiliated groups, the National Defense Education Act of 1958 was applauded by some, deplored by others, and recognized by all as being too narrow in scope. The Southern Business Education Association at its meeting on November 26 in Atlanta approved the following resolution:

The Southern Business Education Association believes that a strong America based on a system of free enterprise depends on educated citizenry who are competent to deal with business and economic issues.

The Southern Business Education Association believes that the strengthening of science, mathematics, foreign language, and associated programs under the National Defense Education Act will not be effective in making America strong unless these are adequately coordinated and supplemented by communication, information-handling, and other effective office services.

Further, the Southern Business Education Association believes that business education in American secondary schools should consist of both general education and occupational preparation and that these two aspects of business education are essential parts of secondary school education in America.

Therefore, the Southern Business Education Association urges the United Business Education Association to use its influence in behalf of a review of the National Defense Education Act of 1958 with the purpose of broadening its scope to include business education.

The National Council for Social Studies passed a similar resolution at its recent meeting in Boston. Numerous groups are requesting recognition if and when the National Defense Education Act is renewed.

Resolutions are fine as a starting point. The Association, once given permission to speak for its members, can move ahead with the prospectus, presentation, and publicity. All of this is still not enough to stimulate action on Capitol Hill unless the men in Congress are requested to support certain legislative measures by their constituents back home. If you are in favor of broad federal support for schools, and if you want federal funds earmarked for business and economic education, write or telephone your congressmen about it; give the members of the legislative committees in your state education associations, local classroom teachers associations, and parent-teachers associations facts to

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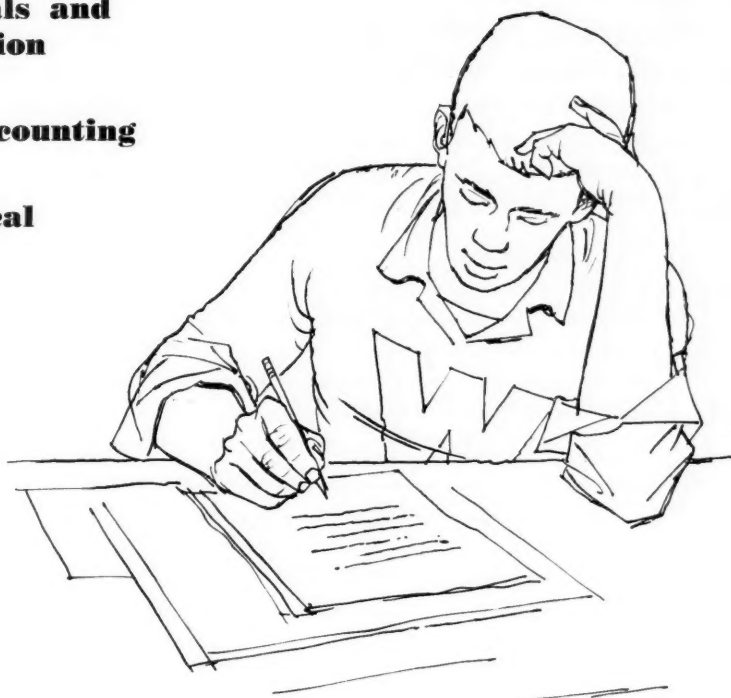
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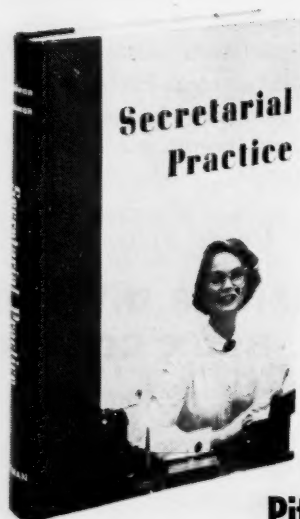
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.



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Adult Classes in Business Education

ADULT EDUCATION had its beginning in early colonial times. It began slowly as an unorganized program and eventually took its form as a program of continuing education for all individuals who saw the need to keep up to date on the rapidly changing social and technological advancements that were taking place in our society. Today, one out of three adults is enrolled in some form of adult education. As our economy expanded and business and industry became the dominant forces, education for business developed. The need for adequately prepared personnel was critical and the skills and knowledge required by the new worker had to be provided.

Adult education for business commands an important position in the educational system of the United States. In fact, it makes up one of the largest areas of the total adult education program. The program is offered by various agencies, one of them being the public school.

Adult education is also one of the most rapidly expanding areas of education today. Present studies indicate that a large percentage of our new office workers will come from adults over 35 years of age. This increases the necessity for adult programs. It is true that business and industry are planning to spend additional money to instruct their workers, but this will not be enough. They want their personnel to be better prepared, and they expect them to have command of the skills and knowledge necessary for job performance before they are employed. The skills and knowledge can be improved upon after employment, but employers do not expect to teach their beginning personnel the initial competencies that are required for the job.

The future for adult education for business is insured. Our expanding business economy with its many technological changes makes it necessary for many workers to enroll in an adult education program in order to improve their present skills and to learn new ones. Others want to obtain the initial instruction that is required to secure beginning employment. The older adult who has been out of the labor force for several years and now wants to return to work is finding it necessary to enroll in business courses to regain his initial knowledge and to learn new skills required for employment today.

The opportunities for the present day business and distributive education teacher to participate in an adult education program are numerous. The teacher only needs to be willing to participate. In many communities, the program is established and in other communities an interest on the part of the teacher is all that is necessary for the program to start. The rewards are many. It provides the teacher the opportunity to become acquainted with the people who are and will be engaged in business and industry in his community. In addition, it is an excellent medium for selling the high school program. Too many of our public school teachers fail to promote their high school programs. They believe that the public is not aware of what they are doing but make little effort to inform their communities. A good adult business curriculum provides the opportunity for the public to become informed about the high school business and distributive education program and what is trying to be accomplished.

Public school administrators often find it difficult to find an interested teacher for an adult education class. This is especially true in the case of the new teacher who often believes that his preparation has been inadequate for teaching adults. The same can be said, in some instances, for the experienced teacher. Also, some school administrators are hesitant to promote an adult program because they are not aware of the types of courses that can be offered.

Education for business must provide the instruction that adults are demanding. The public school teacher can be the key to the success of this program. The trend has been established and the need for more education on the part of adults will continue.

It is hoped that this issue of BUSINESS EDUCATION FORUM will help strengthen the present program of public school adult education for business, that the articles presented will be of assistance to all teachers, the new as well as the experienced, and that public school administrators will become aware of the values that can be gained from an adult education program and take the necessary steps to make it a reality.

Editor: JAMES ZANCANELLA
University of Wyoming
Laramie, Wyoming

Introduction

Teaching Adult Classes

by **ROBERT A. LUKE**National Association of Public School Adult Educators
Washington, D. C.

Of all the subjects taught in the secondary school, those having to do with business education are among the most readily and immediately transferrable into adult life. Yet, in a society where the technology of conducting the nation's business is undergoing constant change, there is a continuing need for adults to either relearn the skills of business education or to acquire new ones.

The strongest link in this adult business education program is, of course, the instructional staff—usually recruited primarily from teachers who spend most of their time teaching children and young adults. Can these teachers who teach children so effectively also teach adults? Should a teacher of adults, no matter how competent in teaching children and young people, have additional preparation before taking on a class of adults? The answer to both questions is “yes.”

Experience has demonstrated that good teaching is good teaching whether done on the elementary, secondary, or adult level. In other words, the gifted teacher who knows how to draw out from the students the maximum of their potential, who can involve all members of the class in working out goals and purposes, who can bring about a love and an interest in the acquisition of new knowledge, can work well with students irrespective of their age. On the other hand, there are many things that *are* different about teaching adults. Adults are not a captured audience and only disaster will befall a teacher who forgets this elemental fact. In addition, adult students know what they want to learn and why they want to learn it. For them, business adult education—or any other adult education—is not part of a program of preparation for life—it is part of the process of acquiring the skills needed to cope with the everyday

problems of daily living. As a teacher gains these and similar insights about adult students, his instruction skill in working with adults will increase.

Whether the teacher of adults learns the skills of working with adults via the route of hard won experience or has the opportunity of learning about this aspect of adult teaching in an in-service training program, the rewards of working with adults will soon be evident. The motivation of adult students to learn is high and the students are quick to respond to good teaching with rapid increases in skill or knowledge. In addition, adult education brings with it all the rewards of making an effective contribution to community service. The adults who participate in classroom activities are closely related to important community institutions—business and labor groups, civic associations, voluntary associations, commercial and industrial enterprises, and a wide variety of other community agencies. In a sense, every time adult students come into the classroom they bring some part of the community with them. The teacher who serves them well has the opportunity of making a quick and ready contribution to the ongoing community life in which he lives.

There will always be problems and questions confronting even the most gifted teacher of children when he begins working with adults. While there are no sure cures or ready answers there is usually a way out. The National Association of Public School Adult Educators, a Department of the National Education Association, is a clearinghouse of much of the information that has been gleaned by teachers of adults in doing their work most effectively. Any service that NAPSAE can render to members of its fellow NEA Department, United Business Education Association, will be extended most cordially.

Adult Classes in Typewriting

by **MAX O. MCKITRICK**

The Defiance College, Defiance, Ohio

Although considerable research has been done in typewriting instructional methods, very little of it is related specifically to the teaching of this subject to adults. For that reason this article is of an empirical nature.

Someone has written that an effective adult class is one which "takes the student from where he is to where he wants to go." That statement is especially appropriate for a person enrolled in a typewriting class for adults. Three types of adult students generally recognized are: (a) beginners who have never taken typewriting before; (b) advanced students who have completed one or more adult classes; (c) those who have had from one semester to two years of typewriting in high school, business college, or college and who desire a refresher course.

For the beginners no differentiation need be made between those who are desirous of learning to typewrite for personal use and those who wish to learn a skill that will be of vocational value. Basically, all that beginners desire to accomplish is to master the touch system and be able to typewrite accurately at a rate of approximately 20 to 30 words a minute. If all his students achieve that goal, the teacher of adults should feel that he has had a satisfactory class.

When an advanced class is offered to adults who have started typewriting in adult classes, it would seem that those who are taking the course for personal use might be separated from those who are hoping to develop a vocational skill. The teacher of personal use classes might emphasize typewriting of personal letters, simple business letters, and manuscripts. In addition, composition at the typewriter should be stressed. The teacher of advanced students who are preparing for office jobs can follow the lessons provided in any of the widely used textbooks that are appropriate for high school or college classes. Of course, he would make such variations in his assignments as are necessary for individual and community needs.

Those who enter an adult class to rebuild their typewriting skill probably create the most problems for an instructor. Many of them never achieved adequate skill in their high school or college classes. Undoubtedly, they have developed bad habits that must be corrected. Other students who desire refresher instruction are those who have not used a typewriter for many years. If they were at one time competent typists, their skill should return quickly. Probably what they need most is an opportunity to typewrite from prepared materials under the eyes of a competent instructor. If the teacher finds

that he has been assigned a refresher class, he should administer a simple test at the first session to ascertain the ability at straight copy of each student enrolled. Those who appear to have developed bad habits or who are unable to typewrite at least 20 to 25 words a minute should be placed in a beginning class. Others will have to be grouped according to their accomplishment.

Selection of Faculty

Not every successful high school typewriting teacher will be equally effective as a teacher of adults. If you are a teacher who emphasizes grades, if you are a strict disciplinarian, if you are one who is more interested in the subject than in people, or if you stress contests among your students, you will probably have difficulty in handling an adult class. Mature students, as a general rule, are not interested in grades or credits. Threat of failure will cause them to lose interest and probably drop the course. They already have the necessary motivation—they want to know how to typewrite! The teacher who is prone to use artificial motivating devices will undoubtedly become discouraged with an adult class, for among mature people learning is largely a matter of individual growth rather than group achievement.

If you are a person who genuinely likes people and are willing to assist them with their individual problems, you probably will enjoy teaching an adult class in typewriting. However, if you find that you tend to keep your class together and are unwilling to tolerate digressions from your plans, an adult class will possibly be a frustrating experience for you. In other words, the teacher of adult typewriting must be a flexible person—one who is not upset by absentees or individual differences. Many administrators believe that the mature, experienced teacher is more likely to succeed with an adult class than a younger teacher. However, assuming that the teacher has met the state requirements for certification, the attitude of the teacher toward the class is of greater importance than his age.

Methods of Teaching

One of the outstanding differences between the successful adult and high school typewriting class is the greater degree of informality that exists in the former. The adult teacher should encourage students to sit where they desire rather than to try to follow an alphabetical arrangement of students. The teacher should endeavor to arrive several minutes before the class is scheduled

The class should be built around the interests of the students.

to begin in order that he may become acquainted with the students. If the instructor makes a point of checking typewriters to see if they are in operating condition prior to the beginning of a class, he has an opening wedge for conversation with students who arrive early. The effective teacher will move about the room frequently during practice sessions. He will encourage those enrolled to ask questions and will answer them individually as he goes from work station to work station. Remember that the student should be the "center of attention" instead of the teacher. It is true that the teacher will want to demonstrate occasionally to the class as a whole. However, because of the varying abilities and interests of adult students, individual demonstrations at students' typewriters are generally the most effective.

Adult students are likely to have a broader knowledge of office work than high school or college students; in the advanced or refresher course the teacher should make use of this information whenever possible. Students will often have observed "tricks of the trade" even though they are not competent typists. For example, a student may describe an efficient method for typewriting multiple carbons that he has observed in his office. If that is the case, be sure that this item is shared with the other members of the class.

As was mentioned earlier, the class should be built around the interests of the students. In other words, it should be functional. Often housewives enroll in typewriting to be able to typewrite their personal correspondence. As soon as they have mastered the keyboard, permit such students to use part of their practice period for writing short letters to relatives or friends. Such letters will not be perfect by the teacher's standards, but if a student can show his accomplishment in typewriting by mailing the letter, the thrill she receives will mean as much or more to her than a grade that is given to a high school student. Many teachers of typewriting tend to follow a textbook too closely, even if it is written for personal-use typewriting. Most of the textbooks do not provide for extensive composition at the typewriter. For that reason composition needs to be emphasized even more when the textbook is used for adults.

Adults often become bored with the typewriting class that is one of continuous drill. In order to keep his dropouts at a minimum, the adult teacher must use a variety of teaching techniques. Some have already been mentioned in the preceding paragraphs. In addition, the teacher should make liberal use of visual aids. Many relevant films are available. Flannel boards seem to be especially effective with adult groups. Although some typewriting teachers oppose the use of keyboard charts, their use for the adult beginning class is recommended. Instructors should be cautioned not to overdo the use of teaching aids at the expense of practice time. In the adult class ample time must be given for individual practice. This gives the teacher opportunity for indi-

vidual instruction that is so vital because of the varying needs of those enrolled.

Mention must be made of outside practice. Many students will have typewriters at home and will want to know if they may use them for practice. Once the keyboard is mastered such practice should be encouraged. However, the instructor must be alert to prevent the formation of bad habits, such as improper reaches or carriage throws. The instructor should move about the room almost constantly during practice periods to correct, when necessary, improper techniques before they become habits of the students. Finally, the teacher in the adult program must remember to treat his students as adults.

Administration

Three major problems that arise for the administrator of adult typewriting classes are (a) determining lengths of courses, (b) determining what records should be kept, and (c) establishing a fee for materials used by students.

The length of an adult class seems to be the subject of considerable controversy. Traditionally such classes have met one or two nights a week for 10 to 18 weeks. Usually the class period has been two hours long with a "break" after the first hour. Recently attempts have been made to reduce the length of the beginning typewriting class. Additional experimentation is needed on optimum course length.

Teachers of typewriting in secondary schools and colleges tend to look down upon an adult class if no credit is granted to students who complete it. However, those teachers must remember that adults who enroll have done so of their own volition and are not primarily interested in credit. Authorities in adult education recommend granting of certificates to those who complete a course. This appears to be an effective device for holding students. If such a diploma is used, it is recommended that it indicate the degree of speed and accuracy attained by the recipient. Attendance records should be kept even if they are not requested by the sponsoring authority, since they can be used not only to determine the holding power of a course but also to provide data for future planning. A student evaluation sheet, anonymous in nature, is helpful for ascertaining the effectiveness of the class and the instructor.

Materials and supplies for the adult class often create a problem. Many of those who enroll will be employed persons or housewives who do not have an opportunity to secure the necessary textbooks, paper, and other supplies. For that reason, an all-inclusive fee is recommended that will insure that all instructional materials are on hand when needed by the students. Whether or not such a fee should include a proportionate share of instructional costs is up to the sponsoring authority.

Although the typical high school or college typewriting classroom is appropriate for the adult course, some special problems do exist. When the instructor is asked to teach beginning and advanced students in the same

Visual aids are especially appropriate in the business education classroom for adults.

class, special provisions need to be made to insure effective instruction. If possible, two connecting rooms should be used with a glass partition between them that will enable the instructor to observe what is occurring in both rooms. When such facilities are not provided, it is recommended that the teacher seat the beginners at the front of the room and the advanced students at the rear with a "buffer zone" in between. Some instructors prefer to seat beginning students on one side of the room and advanced students on the other. It is very disconcerting for the teacher to explain a technique to beginners while typewriters are being operated by advanced students. If the class is one in which students have reached a number of levels of proficiency, the room must be organized for individual instruction.

One major problem often arises regarding instructional machines. Adult students frequently own portable typewriters and ask if they may use them in place of school equipment. If these men and women have enrolled for a personal-use course, their using of personal portables should be encouraged; in all likelihood, most of their typewriting after completion of the course will be on those machines. If outside practice is approved, using standard typewriters in class and portable machines at other times will be upsetting to some.

Although many schools now have typewriting rooms equipped with adjustable furniture, if such furnishings are not available, the teacher should make certain that provisions are made for accommodating students of varying heights. A demonstration stand should be included in the classroom equipment. Other items found in the well-equipped high school or college class are appropriate also for the adult class. Since adult courses, in general, are of short duration, time should not be lost from classes by asking students to move to specially equipped audio-visual rooms; therefore, a motion pic-

ture projector and screen should be available for use in the classroom.

Supplies commonly provided for high school and college classes will be needed in the adult class. One special problem arises when adults are encouraged to typewrite personal letters. Some students insist on using stationery of texture inappropriate for effective work; as a result, either the teacher should take time to describe types of papers that are satisfactory or he should supply all the paper used by the class.

The teacher of adult classes in typewriting will find that those who enroll may be beginners, advanced students, or those who desire a refresher course. The teacher must be one who is genuinely interested in people and willing to help them with their problems. The effective adult typewriting class is informal and functional. The teacher should make use of students' interests and experiences. He should strive for variety in his classroom methods. Visual aids are especially appropriate. The instructor should encourage outside practice and usable work as soon as students have mastered the keyboard. Whenever possible, the teacher should compliment his students and keep reprimands at a minimum. There is evidence that the length of the normal beginning adult course might be reduced. A certificate of completion should be granted to those who complete an adult typewriting course. Many difficulties can be eliminated if an all-inclusive fee for supplies is established. Where possible, beginning and advanced students should be taught in separate areas. Usually school equipment is adequate for adult courses, but when students own portable machines they should be encouraged to bring them to class.

If you have never taught an adult typewriting class, you have missed a rewarding experience. When you are offered the opportunity to teach such a course, try it!

Adult Classes in Basic Business

by **ROBERT D. BALTHASER**

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It has been established that we learn differently at different ages. As we grow older, there are effects on our ability to learn—not all of them unfavorable. And we have different viewpoints from which to learn. It is within this framework that our basic business takes its greatest effect. It seems that there are *some* tricks that *only* an "old dog" can learn! These tricks come through the area of experience and maturity. It is not necessarily mental ability that declines after a person's 20's, but only his *speed* of performance.

This characteristic of adults is reflected in the basic business areas of business education. In Ohio, this has held true when the offerings and enrollments are examined. Very few of the typical high school and college courses are found in the offerings. Adult education has taken a place in the area of the continuing field, not a planned program. Our evening high schools in the cities offer diploma programs towards graduation; our collegiate schools of business offer programs commensurate with the goals of management and advanced

The interests of the learner are affected by his home and work world.

degree work. In between are the post high school fields of less than college level offered by junior colleges, private business colleges, and technical schools of business. Exclusive of these major programs in business, we find the operations of the adult basic business courses, not so much as courses in General Business, Basic Business, Junior Business, Consumer Economics, or similar titles, but in interest groups within these titles.

We have found in Ohio, in 1956-57, 367 classes of business subjects outside of the high school curriculum were attended by 9,112 students as reported by 300 schools in a survey¹ by the Bureau of Educational Research, The Ohio State University. The figures do not give subject names nor enrollments; neither does an incomplete report constructed from a 1959-60 summary² just duplicated which shows 50 out of 85 reporting public schools in Ohio offering business subjects in addition to the regular high school and vocational evening offerings. This same report shows that these 85 communities had in Americanization, Business, General, Elementary, High School, Vocational, Community Centers, and other adult programs, 1,545 different courses, 2,106 teachers, and 89,459 students enrolled during this past year. Information was not available in this report as to the number of persons involved by areas or by subjects.

Let us look at another phase of the adult learner. The interests of this learner are affected by his home and work world. He belongs to various groups—friendship groups, church groups, family groups, play groups, and work associates. His responsibilities change from the teen-age learner in that he is now a family person, a wage earner, and a community worker. As the adult learner changes, so will his interests change in what he wants to learn and how he will learn. He has pressures exerted on him to attend clubs, help in community projects, to play, and to assist at home in many ways. His purposes of adult classwork are narrowed into what he really wants, or what will make him better in his activity of the minute or year. He may be in a business for himself, or one in which technological and sociological changes are moving swiftly. He may have just received the “shock” of proving his income tax return, or is involved in planning a new insurance program.

You must also consider the problems connected with these pressures which contribute to this approach of quantity of performance at the adult level. For example, this learner will be using marginal time largely in the evenings and weekends, which is in direct competition with his family, play, and community activities. He is also going to face commuting costs, both in time and energy as well as financial. Uncertainty of work schedules, moving, sickness, and just plain lethargy in-

fluence his attendance as well as his interest. Another hazard he must face in some communities is the association of school with childhood activities, a psychological hazard particularly to the older person.

So far, needs and effort have been examined. Have you considered student satisfaction in a course? What satisfaction is there in having a high school teacher come into an adult class and teach a general business class in the same old textbook-workbook-test routine? Method is involved in this case. For example, what satisfaction can an adult get out of a textbook written around the teen-age situation with a unit on budgeting? When allowances, baby-sitting, odd-job income, and savings account interest are used, how realistic does this sound to the adult? We must motivate our adults with appeals to their curiosity, their desire to achieve, desire for new experiences, material rewards, and feelings of success just the same as we motivate younger students. But, we must fit them to the age level of the group in our classes. This is the appeal of the investment club so popular today. “How to Buy Stock on \$10 a Month” makes a good 10-hour course involving saving, budgeting, stock analysis, and computation. They’d come just to “find out.” If they came, then they would be interested—not in the teaching, but in achieving the goal of becoming a stock investor and a working part of our capitalistic system.

So you have him in your classroom! Do you recognize the problem this adult has had in leaving his family, entering your long hallways, and facing a room full of strangers? Do you recognize that you have to build a good social atmosphere, rid him of his feelings of isolation, bolster his ego, help him identify himself in his community positively, and start assisting him make his new experience meaningful? In other words, just plain good teaching is needed. Develop different sets of charts and bulletin board displays. Gather news items and materials in connection with your subject or topic—not last year’s (unless, of course, there is no parallel).

Andrew Hendrickson³ indicates nine principles for the teaching of adults. Let’s see if we can apply them in the basic business area of teaching the adult.

1. *Good teaching takes into account past negative school experiences, remoteness of past schooling and the self doubts of adults, and provides at the earliest possible time in the class for encouragement and for an experience of success.* A possibility for doing this is in taking a past subject from school, such as business mathematics, and giving a “review” or inventory test which is simple enough to provide some success in answers, yet one to indicate weaknesses that could be strengthened in study of this course. Do not forget that these students must be reinforced in the fact that they do have ability to learn.

¹Hendrickson, Andrew. *Improving Adult Education in Ohio's Public Schools*. Columbus, Ohio: Bureau of Educational Research and Service, The Ohio State University, Autumn 1958.

²Kessler, Karl F. *Types of Evening School Courses of Study*. Columbus, Ohio: State Department of Education, 1960.

³Hendrickson, Andrew. “Adult Learning and the Adult Learner.” An address at the State Leadership Workshop for Directors of Adult Education, Columbus, Ohio. Summer 1960.

Good teaching recognizes the adults themselves as a prime teaching source.

2. *Good teaching takes into account the relation between a pleasant social atmosphere and a satisfying educational experience.* Pleasant greetings by the teacher, not a quick run in the door when the bell rings with a starting "Now class. . . ." Identify problems and reasons for this class, and get everyone acquainted. This is not a captive group, but one with a primary interest.

3. *Good teaching takes into account not only the need for an early experience of success, but the need for frequently recurring experiences of success.* Goals of the business class must be identified in the first meeting. These adults are not looking at long-range goals each night—they must have some measure of success every night to intensify their interest. For example, he might be able to say in a course on law for the layman something like this: "Today I checked my lease and I found this statement included in the contract. We did not study or mention this last week. What is the meaning of this?" You are now caught on an interest peak, a beautiful opening for review, and off you go.

4. *Good teaching takes into account the loss of speed in performance in academic activity during the mature years.* Class period goals must be within the grasp of the class—and not too many each night. Challenging, yes, but remember they have less time for reading, and outside assignments should be selected for them so as to be central—not these long reading lists with no indication of the better solutions. If you are teaching an investment course, for example, select only the best articles. Those students with intense interest will browse through the other articles.

5. *Good teaching recognizes the validity of the principle of involvement.* If a person does something himself or says it in his own words, it becomes more valid to him than if another does it. The "J" series courses developed during World War II by the Manpower Commission and now incorporated in the Distributive and Trade and Industrial Education adult programs are based around this principle of involvement. In our skill courses of shorthand, typewriting, bookkeeping, and office practice, the involvement is built in—therefore, as a business teacher, you should know the results this principle can bring. A project within an appliance buying course could be one in which during the week, advertisements in the community are "shopped" at the stores, and data gathered as to specifications of an article decided upon for comparison—a washing machine, for example. January sales give plenty of ammunition for this type of activity by adults.

6. *Good teaching recognizes the adults themselves as a prime teaching resource.* You are going to have a wide variety of talent and experience in each course. You must study these people and their backgrounds to utilize to the maximum degree their talents, and weld them into benefits to the group as a whole. In a course on auto and trailer traveling, you, through the enrollment

blank, will find someone who has traveled some place. He becomes an integral resource person.

7. *Good teaching recognizes the concreteness and immediacy of most adult goals.* Theory, as a rule, should not be given as such in adult classes, but included in definite practical situations that give rise to inductive reasoning toward the theory. An income tax course for the wage earner need not expound separately on the economic theory and basis for taxation but can be integrated with the practical applications.

8. *Good teaching takes into account the key place which motivation holds in the learning process.* Adults want to learn; and if they show up in your class, you must accept this fact. Yet, sometimes, they are discouraged by the gap between what they know and what they want to know. A step process will give the adult learner the knowledge slowly rather than accomplishing it all at once. It is impossible to understand insurance for the homeowner all in one sitting. It is necessary to break the course down into the problems of fire, liability, storm, flood, windstorm, basement, and the myriad of other activities that would enter such a course.

9. *Good teaching recognizes each teaching experience as an opportunity for professional growth.* In urging the growth of others, the sincere teacher will miss no opportunity to grow himself. There is one thing this class will have that your teen-age class does not have—experience. An adult mind, tempered by experience, will provide the teacher many challenges and learning situations. If challenges made by the teacher are combined with the thinking and experience of the class, the results will far surpass the teacher's knowledge.

Within most secondary school faculties are fully qualified teachers of business who can handle adult classes. They should be teachers who show by their daily teaching that the principles just outlined are inherent in their teaching techniques. It is necessary that they recognize the adult approach entirely; yet, sometimes this is hard for some business teachers to do. A source that must not be overlooked is an extremely interested teacher who has specialized in the subject or course being offered. Finally, although we must recognize that the evening high schools and formal post high schools must meet credit standards, within these schools and other schools meeting a community need, courses emphasized in the first part of this article can be taught. If noncredit short courses are to be offered and staffed by noncertificated persons who are qualified by interest and indicated ability, do not discount their nonteaching standing. In fragmenting our basic business program to meet our adult needs, there are specialists who do the most remarkable teaching and adult presentations you can find. There is one credit manager of a local department store who puts on the most interesting, well-attended "credit for the family" course using the nine principles listed previously, and yet he is not a certificated teacher. So choose the teacher or person to con-

Group involvement is more productive and definitely necessary in teaching the adult.

duct the course who will do the best job, remembering that these adults must be considered in the three-phase "needs-effort-satisfaction" appeal.

There is the problem of financing and administering such a series of courses. In some instances, federal funds are available through adult programs connected with agriculture, distributive education, home economics, and trade & industrial programs. But the basic support is going to come from the interested participants and the local school board. Tuition or service charges are usually made with the students supporting part of their course and the school board, recognizing the place of continuing education in our system, supplying other essentials such as classroom, operation costs, equipment, and supplies. Time slots may be anywhere from 7 o'clock in the morning for the "breakfast" class, to 3 o'clock for the housewife. The present time brackets usually show classes operating from the time day school is dismissed to about 10-11 o'clock at night. But do not discount the odd hours. For instance, at 7 a.m. you might be able to have a class in leadership training of a shopping center's management personnel, or an 8 o'clock coffee class for bank personnel on the "profit motive." In some of these cases, classrooms will be at outside meeting places, and quite often can be sponsored by Chambers of Commerce, unions, trade associations, or local associations who are promoting their areas.

Regular classrooms and equipment usually found in schools are adequate for adult classes. In addition, there are some other factors that must be considered in light of the previously listed nine principles of good teaching of adults. Since short, quick, and leisure time courses *must* develop personal, social relationships within the first meeting, obtain facilities that are pleasant, comfortable, flexible (not bolted down desks), and of sufficient size to accommodate the adult frame. Since these are not the skill courses, rely on table-chair combinations, even lounge chairs. Your equipment will be the usual flannel boards, blackboards, projectors, recorders, posters, and forms. Never forget the involvement.

It is not the intent of this article specifically to go through courses of the basic business area and tell how, what, and why they should be taught. It is, rather, to examine the problem of increasing the basic business teaching in the adult education field. While we are this near the end, and before we forget to analyze some of the areas, let's examine subjects that could appeal to the adult learner in basic business. Actually, we have three groups in economic activity in our country today: producers, distributors, and consumers. There is very little we can offer in basic business from the producer side of our economy other than economic concepts as taught in our economic courses. But as we move into the field of distribution, we see some courses that, as business teachers, we can teach. Another article in this issue discusses the distributive education phase of adult

education. Let us assume that from the many suggestions covered in this issue, you will have a complete business education adult program organized for your community. Here, the consumer and his related activities provide a wide ground of choice.

From the following general areas of teaching in the basic business field, you may combine attractive titles around which to build courses for the adult:

Money Management:	Law:
Banking	For the Layman
Thrift	For the Businessman
Savings	At Home
Checking Accounts	Filing:
Budgeting	In the Home
Credit	In the Business of Today
Borrowing	Buying:
Investments	Food
Insurance:	Clothing, Fabrics, and Shoes
Property	Appliances and Automobiles
Family	Furnishings and Floor Coverings
Automobile	Management:
Taxes:	The Small Business Clinic
Income Taxes	Recordkeeping:
Property Taxes	For the Home
General Tax Problems	For Personal Use
Travel:	In the Clubs
The Trailer and You	Miscellaneous:
World Geography—Combined with a Language	Public Finance for the Layman
Credit Cards and the Budget	Student Financing of Higher Education
Communications:	Employer-Employee Relationship
Mail, Telephone, and Telegraph	Speech in Business-Vocabulary, Grammar, and so on
Social and Business Letter Writing	Shipping
The Typewriter and the Pen	Sales
Capitalism:	Advertising
Our Profit System	Labeling
Ownership	Merchandising
Home vs. Apartments	

To clarify the essentials in teaching basic business classes to adults, here are a few simple summary statements:

1. The adult is interested in the consumer problems. More employed persons today than ever before, more two-income families, more mobility, more leisure time, more interest in education, more technical changes, and more of almost everything has brought about an interest in the fact that "the business of this country is business." At the consumer level, the adult wants to know more about his being, his "how to," and his results.

2. There are certain problems inherent in the adult learner which require special understanding, vivid teaching techniques, and adult oriented teachers.

3. Intense interest in the field of economic citizenship, as well as sharpening of the computational and writing skills are important to the adult.

4. Group involvement is more productive and definitely necessary in teaching the adult during today's television world. Television is a "watching" world; teaching allows audience "action"—so you are ahead at the start!

Satisfaction of the individual is the determining factor to success of the course for adults.

5. Narrower sections of business education must be presented in adult education than in a defined, credit-granting, formal program in the post high school field.

6. Community needs and wants which change regularly will have to be sensed by the administrators and business teachers as to offerings that will be accepted and enjoyed by the adults.

7. Results of courses with adults must show tangible evidence of getting something done. Satisfaction of the individual, not a teacher's goal, is the determining factor to success of the course. In other words, the adult must get some benefit each session from the course that can be "taken home."

8. Hidden and obvious costs are involved with this type of adult education and must be considered. Business education must obtain recognition and support of this program, including federal funds.

This seems to lead to the final statement that it may be a new real estate law, it may be a change in income tax computation, a strong push by the Chamber of Commerce, even a drive by the local banks to get the housewives to reconcile their bank books correctly, or a reorganization of business in the community; but from somewhere you can sense the *need* of a basic business course in adult education. It may come in the summer or winter, at night or in the morning; it may be the loss of an industry or the gain of a new one; it may be a balloon floating around the earth; or a need for better English in our letter writing. Our adult education in the basic business area can have many starting points—and it is time that we sense our community need and bring to them the "business it needs" when we consider that more and more, "the business of the United States is business itself."

Adult Classes in Bookkeeping

by **ELLIOT THORESON**

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Education is a lifelong and continuous process of growth. In the era beginning with 1960, education is being more fully recognized as a process of growth which is more than primarily adjustive in nature and conforming in scope. Adult education is truly playing a greater and more important part in this lifelong and continuous process; consequently, it must provide a program which not only reflects but also anticipates the ever-growing and changing demands imposed upon the adult population.

Here is, then, an environment which is characterized by a highly mechanized, specialized, urbanized, and interdependent social group within which the individual adult is seeking varying degrees of participation, personal security, and status. This is the environment in which bookkeeping for adult living is now found. Hence, it is believed that a new dimension, one which has depth as well as breadth, is necessary for the teaching of one of our oldest subjects in the business curriculum—bookkeeping. The justification for this added dimension can be based upon the four propositions:

1. The nature of adult learning
2. The nature of adult motivation
3. The nature of adult perspectives
4. The objectives of adult education.

The Nature of Adult Learning. There is much evidence today to substantiate the belief that adults have

intellectual capacities and abilities which are at least equal to the younger population currently enrolled in either the high school or the college and university. For example, studies conducted by the Center for the Study of Liberal Education for Adults¹ have pointed out that there is no statistically significant difference between the learning abilities of adult students and the regular day school students. The belief still persists, however, that adult students are less able to learn. Perhaps this is one of the reasons why the teacher of bookkeeping at the adult level frequently considers the course to be remedial rather than one of enrichment.

The Nature of Adult Motivation. What is the guiding and directing force which causes adults to enroll in evening classes when they are confronted with problems of fatigue, deprivation of home and family life, and other personal hindrances? Do the assumptions still hold true that adults are mainly economically motivated and thus view classes in adult education as a means for procuring more information or greater skill for career advancement? According to Zander,² more than two-thirds of an adult education group studied were enrolled in night classes for motives other than subject

¹DeCrow, Roger. *Ability and Achievement of Evening College and Extension Students*. Chicago, Illinois: A Report from Center for the Study of Liberal Education for Adults, 1959. p. 10.

²Zander, Alvin. "Student Motives and Teaching Methods in Four Informal Adult Classes." *Adult Education* 2: 28; October 1951.

matter interests. Several of these interests, when combined, were of a social nature.

If this is true, the traditional method of teaching bookkeeping by a combined lecture-and-problem approach should be evaluated if the course is to meet the needs and wants of the adults living in the type of environment previously mentioned. In short, while it is true that many adults are motivated to enroll in bookkeeping to improve their economic position in life, it may not be the major reason.

The Nature of Adult Perspectives. The adult perspective of a particular course is much broader than the perspective of the younger day school student. Relationships, happenings, events, and objectives within a course are viewed with a degree of integration which is much different from either the student in high school or the student in college. Each adult student has paid taxes, many of them have paid interest monies in varying amounts, and all are economic consumers. Hence, the much broader experiential past, the more realistic present, and the idealistic hope for the future pose a unique opportunity and challenge for the bookkeeping teacher who is willing to recognize these differences. Building the course in bookkeeping around these varied adult perspectives cannot be based upon the assumption that every student is at the same level of achievement. As the age of the adult student increases, the intensity of these different perspectives often becomes even greater.

Adult Education Objectives. The objectives of the adult education program must be tempered by the objectives of the participants. Needless to say, these objectives are many and varied. Even when one views a particular course, like bookkeeping, the objectives are manifold. A few of the sharply defined objectives are as follows:

1. Economic information and efficiency through an understanding and application of basic bookkeeping principles
2. Personal, home, and family efficiency through practical bookkeeping procedures
3. Better understanding of civic and community responsibilities through knowledge of income sources derived from corporate and individual earnings
4. Ethical and moral precepts exemplified through legal requirements influencing bookkeeping principles and procedures
5. Liberating personal enrichment gained by insights into financial management
6. Deeper social relationships through interpersonal and intergroup contacts.

The New Dimension Required

The content of bookkeeping to be developed at the adult education level should neither be a mere extension of present material nor a grafting on of added material. The teaching of bookkeeping at the adult level, therefore, requires a new method and manner of presentation, the introduction of more realistic supplementary material, and the possible rearrangement of the present con-

tent. This is the added dimension necessary when one speaks of the enrichment values to be contained in a bookkeeping class for adult students. Basically, this is a dimension which is based primarily upon a change in teaching procedure alone and not upon a change in the fundamental principles for the principles are evolving from actual practices of business enterprises.

A New Method of Presentation

The use of the term *method* here is proffered as the over-all approach of the teacher toward the adult class. Method is different from techniques of instruction which are used to accomplish specific objectives. The teacher-dominated class in bookkeeping is not desirable because of the need for interactive participation among the adults present. The important aspect of content is interwoven through whichever appropriate method of teaching used.

The discussion technique is of supreme value once a desirable classroom atmosphere has been established. In this way, the *why* of the bookkeeping process in addition to the *what*, *when*, and *how* can be stressed. The recording and analyzing of transactions and accounts then becomes an insightful process. The ability to transfer and translate learnings from textbook and supplementary problems to life situations is a major objective. After all, this is the *prime* purpose of any instructional endeavor.

The manner of presentation of class material also becomes an important corollary. While the classroom relationship is still one of teacher and student, it is also an adult-to-adult inter-relationship which must be characterized by a mature understanding of adult problems and human shortcomings. Part of a typical class period would then be comprised of short, meaningful, and adult-oriented problems.

Supplementary Material

The textbook materials of today are, for the most part, either oriented toward bookkeeping as it is taught in high school or accounting as it is taught at the college or university level. The responsibility for developing course material for the adult education class in bookkeeping is one which belongs to the teacher. A basic textbook must be used since it is a necessary medium for the instruction of bookkeeping fundamentals. Supplementary materials, however, should be closely integrated with the units studied in the basic textbook. Added materials such as short case problems from actual situations, more modern financial forms and procedures used in business enterprises, up-to-date financial statements, and other subject content should be included. Various commercially printed home-recorded systems can be analyzed, student-developed personal record systems should be encouraged, and the important elements of budgeting and forecasting of income can also become a vital part of the course content.

The decision-making and managerial aspects of bookkeeping can be included in the course at the adult level.

In sum, the decision-making and managerial aspects of personal and business bookkeeping can be included in the course at the adult level. The supplementary materials available are limited only by the vision of the teacher in response to a recognition of the basic propositions suggested at the outset.

Course Content

Since adult learning will be retained longer and materials learned more easily if the results of the learning are readily apparent and tangibly visible, it would seem that the timing of the presentation of certain bookkeeping concepts could well be redesigned. For example, is it really necessary to delay the introduction of income tax principles until the second semester? Would it not be possible to present a more thorough analysis of statement interpretation at an earlier point in the course? Is it not possible to introduce the creative aspects of principle application to various business problems sooner? The presentation of these and other units in bookkeeping theory may have to be timed more appropriately to meet the aspirations of the particular adult class.

It must be remembered, however, that bookkeeping theory is based upon certain general principles the im-

portance of which cannot be negated. The value of future application will have to be based upon a solid operative knowledge of these principles.

The challenge and opportunity presented by the more than 50 million adults estimated to be participating in some type of adult education activity must be accepted by every classroom teacher if the belief is held that education is a lifelong and continuous process of growth. The teaching of bookkeeping information and efficiency in the educative process, therefore, can be a most worthy and significant undertaking for it contributes not only to the personal and social, but also to the economic well-being of the individual.

The course in bookkeeping at the adult level with its newly required dimension must be geared, first of all, to the nature of adult learning, adult motivation, adult perspectives, and adult education objectives. It will be through the recognition and acceptance of these propositions that the course will contain depth as well as breadth. In short, new insights into the method of teaching, wise use of supplementary material, and adjustments in course content are necessary if the anticipated course values are to reach their full fruition for the adult learner.

Adult Classes in Shorthand

by **JAMES HARPER**

San Lorenzo High School, San Lorenzo, California

The teaching of shorthand in adult programs is little different from that on other educational levels. However, the teacher must adapt the course objectives, content, and teaching techniques to that of the group. What does a typical class of adults expect from a shorthand course? What must the teacher do to provide a continuing, satisfactory learning experience?

The Group

Most adult classes are composed of individuals having varied shorthand experiences. Some are beginners, never having studied the subject before; others have had *some* shorthand instruction; and some will be rather proficient. If the teacher can arrange to have more than one class, the students can be separated according to their abilities. However, this may not be possible; the teacher will have to provide for individual differences of a wide magnitude within the single class.

Assuming the teacher has only one class and the range of shorthand ability is extensive, the following procedure is one approach to the problem. Divide the

group into three sections—beginners, intermediates, and advanced students. Allow one-third of the class time available to each section of students. Work with the beginners the first period. Cover a lesson at each meeting. The other two sections either review silently with the beginners or they work at their own speed in the textbook, doing general reviewing or assigned lessons. At the end of the first period, the beginners review the lesson and spend the remaining time on their homework.

At the beginning of the second period, the teacher works with those who know some shorthand, the intermediates. By covering two lessons at each session, the second section will have a comprehensive review as well as time to master those areas that have been forgotten. While the teacher is working with the intermediates, the beginners should be previewing with them; thus, the beginners are getting an overview of future lessons.

As the intermediates are preparing their two lessons, the advanced section is also reviewing with them. The advanced section completes three lessons at each session.

The adult will appreciate a greater degree of informality than the typical classroom situation permits.

(Group oral reading is an effective device to use—especially when reviewing the shorthand plates.) Consequently, the advanced section is also exposed to a comprehensive review as well as an earlier introduction to dictation-transcription than would otherwise be possible. In the beginning all dictation should be on practice material. As the course progresses and the ability of the students develops, new material should be introduced. The material should be previewed however. It is essential that transcription be an integrated part of the shorthand course.

The following class schedule is offered as a summary. It is based on a class meeting two nights a week, three hours in length at each meeting for a full school year. The same plan can be adapted for shorter programs.

Class Schedule

Beginners: Cover one lesson at each meeting. Complete textbook at end of the school year. During second semester combine some lessons, practicing only the theory. Thus, time will be available for dictation-transcription near the end of the course.

Intermediates: Cover two lessons at each meeting. When textbook is completed, work on dictation-transcription. Encourage students to try dictation-transcription earlier, for practice, when the advanced students are writing and transcribing shorthand.

Advanced: Cover three lessons at each meeting. Complete theory before end of the first semester. Begin dictation-transcription before the textbook is completed. When the textbook is finished, place major emphasis on speed of dictation and accuracy of transcript, first on practice material, then on new material.

The Individual

The student comes to school wanting to learn shorthand. Usually he has a goal in mind—a promotion. The teacher must capitalize on this motivation factor. The group must be guided; however, the individual must be recognized and encouraged. Especially in an adult program, the individual is of paramount importance.

He comes to class after a full day of work. He has many responsibilities and pressures. Consequently, he will appreciate a greater degree of informality than the typical classroom situation permits. He should be given as much work as he can handle, as much review as the time allows, and large amounts of encouragement. Since most of the students will remain only one school year at the most, a usable skill must be developed in that time. The teacher must foster maximum learning in the shortest possible time; otherwise, the student will drop out of class. The teacher should check to see that all the shorthand students can typewrite or are currently enrolled in a typewriting course. Since the second phase of the shorthand program is dictation-transcription, skill in typewriting should be stressed. Since nothing contributes to success like success, the teacher must build confidence. The enthusiasm generated by the student will assist materially in overcoming feelings of frustration and inadequacy.

The Learning Experience

The method of instruction employed is relatively unimportant. However, a thorough grounding in the basic theory is essential. In presenting shorthand theory and subsequent dictation-transcription, the following 20 principles of skill psychology (the principles are in italics) by Louis A. Leslie¹ will prove invaluable.

1. *Skills are best learned under the most favorable conditions.* Be sure the student understands what he is doing, that he feels secure, and is an accepted member of the class. The teacher should also consider such physical aspects as heating, lighting, ventilation, and audio-visual materials. A 5-10 minute break at the end of each hour provides an opportunity for getting acquainted.

2. *Skill is best developed in intensive bursts of nervous energy of perhaps 30 to 90 seconds.* Frequent, short drills are most beneficial. Introduce material, practice it, review it, and then write it. To maintain a high level of learning, short presentations are best; then review and review.

3. *Skill should never be forced or strained until after it is well established.* In the beginning stages of shorthand instruction, emphasis is on memorization and writing of the alphabet, high frequency words and phrases, and basic vocabulary. Dictation for short intervals on practice material is suggested, if the students have previously studied the theory and are reviewing it. If not, the theory should be well under way before dictation is begun.

4. *Skill is not a fixed or static state.* The development of a skill is a dynamic thing, ever-changing, ever-growing. There may be no apparent change, but change is nevertheless taking place. Plateaus may be noticeable, but with correct practice, they can be overcome.

5. *Repetition is not the cause of learning.* Merely repeating a performance does not cause learning to take place. Repetition must be so structured to build on or add to the already developed skill or learning. Proactive and retroactive inhibitions must be considered.

6. *Language arts like English, shorthand, and (transcription) are best developed by extensive rather than by intensive practice.* Results are best when material is practiced in various configurations and contexts than in specific constructions or arrangements. Experience in a variety of contexts permits greater transfer of learning.

7. *Easy practice material develops speed more effectively than difficult practice material.* Easy practice material permits greater speed growth because it reinforces previously learned experiences. Since difficult material does not reinforce learned material as efficiently as does easy material, it should not be used for skill building.

¹Leslie, Louis A. *Methods of Teaching Gregg Shorthand*. Reproduced with permission of Gregg Publishing Division, McGraw-Hill Book Company, Inc. New York, New York. 1953. p. 417-23.

The teacher must be prepared to organize, guide, and evaluate the adult teaching situation.

8. *Skill develops most effectively under practice conditions.* Since a practice situation is less emotion-laden, it permits greater skill building than does a test situation. Consequently, all skill building should be done during practice lessons; nonpractice sessions are for testing purposes only.

9. *Consciousness of or conscious direction of the mechanical details of the skill impair or inhibit the skill.* Shorthand should be taught in units or wholes with little if any emphasis on rules. Automatization should be stressed. Mastery by configuration is ideal. These are achieved through class practice and remedial assignments.

10. *Perfect relaxation is necessary for the most effective skill development.* A skill is learned best under ideal conditions. One of these conditions is relaxation. Put the class at ease; reduce insecurity and tensions as much as possible. Stress self-competition.

11. *A proper teaching treatment of the initial diffuse movement or irradiations will greatly shorten the period of learning.* Perfection should not be emphasized too early or well-written shorthand expected immediately. Allow the student to develop a facility for writing the shorthand system. As the learning situation continues, properly structured, greater discrimination will be possible and inhibitions reduced.

12. *The skill learner is training his mind rather than his hand.* Skill is developed through the mind. It is the automatization of a response to a given stimuli. Such is a mental activity; it is not mechanical. Consequently, high-level skill achievement is not as easy as many believe.

13. *The expert does not make rapidly the movements that the beginner makes slowly.* Since skill building is a mental activity instead of a mechanical one, the configuration of the activity changes as learning progresses. The beginner approaches and is cognizant of a different learning situation than that of a more advanced student. The cognitive structure of the learning situation is determined by the student's past experiences.

14. *Any desired achievement on the part of the pupil must be the result of a planned teaching procedure on the part of the teacher.* The teacher must have specific objectives; the learning experience, to be efficient, must not be haphazard. To avoid wasting time and effort, learning activities must not only be organized but also integrated with past and possible future experiences.

15. *A teaching procedure that is helpful in one stage of skill learning may be useless or even harmful in another stage.* Teaching procedures are not only adapted to the level of learning of the student but also determined by the course content. There are many words that must be memorized; others that can be learned in families or groups; and others that, because they occur so infrequently, should not be memorized. The amount and distribution of intensive and extensive drill is of prime importance. Generally, intensive drills are best

at the beginning stages; extensive drills are best for more advanced levels. However, an integration of the two types of drill is preferred.

16. *The obvious path to skill is not always the correct path.* The teacher must observe the individual to determine the best way for him to learn. After the class presentation has been conducted, the teacher must circulate among the students to discover areas of learning causing specific problems. For example, left-handedness may create special problems as well as awkward penmanship. Mirror writing, where the student writes from right to left, is a possible solution for some types of left-handedness. For others, the traditional writing style is appropriate. Sometimes the slant of the long-hand causes trouble. These problems are best handled individually.

17. *Skill is best learned in the largest feasible wholes and subwholes.* Although some elements of shorthand are taught effectively as individual parts, greater skill utility is possible when it is learned in varied configurations. Isolated memorization is artificial; practice in larger wholes or Gestalts permits better transfer to the actual situation.

18. *The area of the skill increases with the intensity of the skill.* The faster one writes accurately the greater is his competence; the facility of the skill is evident. It also demonstrates the writer's ability to respond to a greater variety of situations; the responses become automatic.

19. *Related acquired habits and information should be utilized in order to start action as though on familiar ground.* Teach shorthand utilizing known skills, knowledges, and attitudes. The teacher should give hints on office use of shorthand and demonstrate transcription techniques. The class situation should utilize office procedures and activities. Stress businesslike attitudes, neatness, speed, and accuracy.

20. *The learning process proceeds best when the learner has knowledge of his status and progress.* Keep each student informed of his progress by carefully observing his achievements. Use tests sparingly; depend on knowledge of progress as measured by ability to read, write, and transcribe practice and new material. After a firm foundation has been developed, progress will be more self-evident. Build skill on previously-learned, satisfying experiences. Use encouragement.

Through application of these basic principles, the teacher can assist in providing for each student an effective, efficient, and satisfying learning situation. To the degree the teacher is able to integrate these, among other factors, will be reflected the measure of success achieved by the student.

The Teacher

The teacher must be energetic and possess a pleasing personality. He must be a mature person who enjoys teaching adults. The teacher must be prepared to or-

The learning situation must be profitable and satisfying to the adult.

ganize, guide, and evaluate the teaching situation. He must know his subject and be able to communicate it to others. The possession of a vocational-level skill in the subject is a must.

The Community

The community or occupational area will determine, to a large extent, the course content and degree of skill necessary. The teacher must learn what skill is needed for employment, what the general purposes of the class are, and what promotional opportunities exist. The students should be encouraged to take federal, state, and local civil service examinations. These tests will prove valuable since future stenographic tests will be similar, and the student will have experience in varied testing situations. Specific standards expected on these three levels of civil service examinations can be secured from local agencies. Also, various employment agencies, private and public, may be contacted to determine local

standards. The shorthand program should be vocationally oriented.

The teaching of shorthand in adult programs is a most rewarding experience. The students come to class with a purpose—to learn shorthand and to use it vocationally. They are industrious, attentive, and cooperative; they are eager to succeed. Since most of them have not been in school recently, special attention must be devoted to them as individuals. Learn their names, their needs, and their future vocational plans. Within the group situation, teach them as individuals.

The teacher must want to teach the class; he must have the stamina, after a full day of teaching, to organize and guide the learning activity. The learning situation must be profitable and satisfying. Proficiency in dictation-transcription is the ultimate goal; business-like attitudes must be encouraged. Since the community sets the stage for the course, objectives, local occupational opportunities, and local standards are important.

Adult Classes in Distributive Education

by **ROMAN F. WARMKE**

Colorado State College, Greeley, Colorado

Thousands of adults are going back to school. According to the Distributive Education Division of the U. S. Office of Education, 310,591 adults enrolled in reimbursed vocational distributive education classes last year. In addition, many other thousands were enrolled in classes which were not reimbursed.

Why are so many adults attending distributive education courses? If you were to ask each adult why he attended a class, each person would probably give you a different answer. Among the many reasons given are to enter a distributive occupation, to learn to perform more efficiently, to advance to a position of more responsibility, to change from one distributive occupation to another, and to learn more about the function of distribution in our economy.

If you were to ask a business executive why he encourages his personnel to enroll, he might reflect such broad benefits as to increase profits, to improve customer satisfaction, to improve job satisfaction, to reduce labor turnover, or to upgrade personnel.

No matter what the specific reasons given are, the net result is the same—greater efficiency in distribution is beneficial to the persons enrolled, the employing firms, the local community, and to the nation.

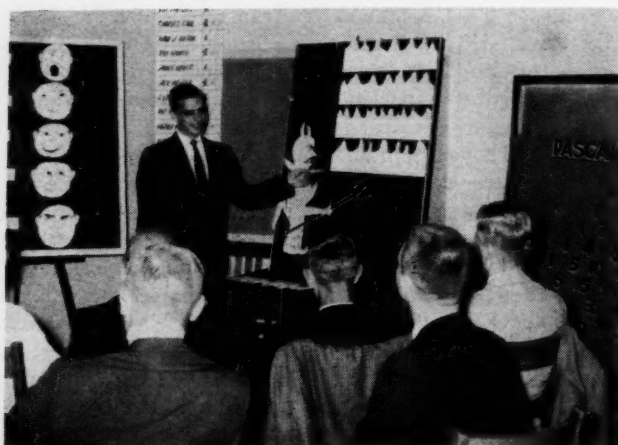
Although many instructors of distributive education at the adult level are public school instructors, many are specialists from business. Actually, this selection of instructors is most understandable. In the earlier days of distributive education adult instruction, most classes were devoted to the problems of the beginning employees. At the close of World War II, many classes were organized for supervisory personnel employed in the distributive occupations. Today, many courses are conducted for executive management, that is, the owners and operators of distributive businesses.

Often each class is only a phase of a long-range adult program. At the completion of such a program, the student is awarded a diploma or some sort of formal recognition. In fact, formal graduation exercises are not uncommon. Such programs are carefully studied and reviewed by an advisory committee. The committee members are normally representatives from distributive occupations who have a keen interest in improving our economy's distributive process.

Is teaching adults different from secondary school teaching?

Yes, it is different! The students are motivated. They want to learn. They will remain in your class as long as

The effective instructor uses a variety of teaching methods and techniques.



MANAGEMENT INSTITUTE . . . Adult education classes present a variety of experiences. Different types of teaching aids contribute generously to the classes. . . . Although the amount of homework must be determined by the composition of the class and the content to be covered, most adults will find time to study subjects in which they are vitally interested. . . . The presentation of certificates and other tangible means of recognition provides a fitting climax to the adult class. Distributive education subjects, as well as the other areas of business education, provide numerous classroom opportunities for adults. The above photographs were supplied by William Logan, Ohio State University, Columbus.

they can use the learning you are providing. Most distributive education instructors in adult classes use what is called a leader's guide. This guide is merely a detailed outline of material to be presented. Although detailed, the guide must be flexible so that it can be changed to fit the needs of each specific group. The

problem, then, is to teach what the adult students want to learn.

Sounds simple, doesn't it? But sometimes different students want to learn different things. Adults will not be "molded" into one group as easily as secondary school or college students. Each person wants to be able to use his learning specifically. This means that each person must be allowed to express his needs. Straight lecture classes are out. The instructor is not a "teacher" but a group leader. His function is to help the group to solve their individual problems and to meet their individual needs. He "guides" their activities. He must provide course content which they view as important and useful.

The group leader creates an informal, permissive classroom atmosphere. In fact, classes are often held downtown or at some location other than the school if such an arrangement is more convenient for the participant. The effective instructor uses a variety of teaching methods and techniques. In a previous article (FORUM—Apr. '59, p. 9) the contributor listed 54 possible methods and techniques that a distributive education instructor could use. The list could be almost unlimited. The main point is that an instructor should avoid getting into a rut by favoring a particular instructional method.

The Effective Instructor Plans

The effective instructor makes certain that he is teaching what the students can use, that he is thoroughly prepared, that the props he will use are ready, that the classroom is adequate for his particular objectives, and that the supplies that he will need are available. When he presents the material to be learned, he will make certain that the learner:

1. Is prepared for the presentation
 - a. Is at ease
 - b. Knows the objectives to be achieved
 - c. Is interested and desires to learn
 - d. Is taught in a correct learning environment
2. Understands the material presented
 - a. Is told, shown, and questioned
 - b. Is introduced to the material one step at time clearly, patiently, and in correct learning sequence
 - c. Is not burdened with more information than he can master
3. Is able to apply the learning
 - a. Has an opportunity to do the task if a skill was involved
 - b. Can repeat and explain the material presented
 - c. Can state applications of the learning to his specific situation
4. Is checked on the learning
 - a. Is retaught when errors are present
 - b. Is able to use the material "on his own"
 - c. Is told where he can go for further help

In summary, effective adult teaching involves providing the right content to the right group at the right time in the right place using the right methods. If your adult distributive education classes meet these criteria, your teaching will be effective and your experiences will be rewarding.

A Statewide Program of Adult Classes in Business Education

by HUNTING SHERRILL

New York State Department of Education, Albany, New York

In recent years it has been psychologically accepted that learning is a continuous or continuing process. It is generally recognized that one learns far more after having completed his formal education than he ever learned during his formal school years. Learning never ceases and individuals do continue to learn, sometimes in spite of themselves, for all the years of their lives. It is considered important that this learning by adults should have direction and purpose rather than be a hit-and-miss program.

The philosophy of public school adult business education in New York State is based on the statement in the Regents Inquiry of 1938 entitled "The Cost and Character of Education in New York State." This sets forth the policy that adult business education, including distributive education, has three purposes:

1. To prepare adults for initial jobs in offices and the distributive occupations
2. To retrain or further educate for advancement adults for positions in the areas of office and distributive occupation
3. To fill in gaps in one's formal education and to keep adults up to date on current business trends which affect all adults.

Nonvocational Business Courses

The following are some of the popular nonvocational business courses included in the New York State public school adult program.

Typewriting. Typewriting is the most popular of all business courses whether it be in the secondary school or adult area. The number of adults learning to operate a typewriter for vocational or nonvocational reasons in New York State each year exceeds 35,000. How many of these are acquiring the skill for personal or general use is unknown. However, the contributor believes that a large percentage of these persons are interested in typewriting only for general use rather than vocational purposes. Many of these typewriting students are housewives who are not planning on taking a job. Some are secretaries of organizations who wish only to typewrite the minutes of their meetings. Some are students who wish to use the typewriter as an aid in writing papers and other college or school assignments.

Shorthand. The contributor believes that few if any adults are interested in a symbolic shorthand system for

personal or nonvocational use. In the case of alphabetic shorthand it is believed that this is often used by persons other than stenographers or secretaries.

In New York State in the public school adult business program there were approximately 100 classes in alphabetic shorthand with nearly 1700 students enrolled. It is known that some of the alphabetic shorthand students obtain employment as a result of their study, but it is assumed that most of these persons used shorthand only for personal use. For example, several lawyers learned alphabetic shorthand as an aid for taking notes at trials. One class was held for business executives to assist them in taking notes at conferences.

Investments. Investments is one of the most popular of the nonvocational business subjects. The course varies from five to ten two-hour sessions and includes such topics as stocks, bonds, mortgages, real estate, mutual funds, savings accounts, savings associations, commercial bank deposits, and life insurance. The New York Stock Exchange has cooperated by appointing an educational director under whose direction materials have been developed for use in the local offices of member firms. The Savings Bank Association and Institute of Life Insurance and other organizations have excellent materials for this course. Instructors are usually business people who are actively engaged in the investment field and are usually employees of member firms of the New York Stock Exchange, life insurance agents, real estate agents, bankers, and so forth. There have been over 140 classes in investments with over 4,000 adults enrolled in these classes during the past school year. A suggested course outline is available.

Law. The courses on law that everyone should know follow suggested outlines developed by members of the New York State Bar Association working under the direction of a staff member of the Bureau of Business and Distributive Education of the State Department of Education.

Course I is nine sessions, each session being two hours in length. It includes two sessions on wills, one on family relations, two sessions on accidents, and one session each on local government, if you are arrested, and courts and litigation.

Course II is also nine sessions long consisting of two sessions on contracts, two sessions on real estate and one

Income tax, insurance, home building, and social security are a few of the topics for adult classes.

session each on negotiable instruments, business organization, employment laws, courts, and litigation.

Both of these courses are usually taught by practicing attorneys who are members of the New York State Bar Association. These lawyers have agreed to accept the same remuneration as paid other teachers in adult classes in the same school system. The Bar Association, through the Bureau of Business and Distributive Education, communicates with each of the more than 400 schools having adult business programs in the state and offers its services in securing lawyers to teach the courses. Promotional and publicity material is also furnished by the State Bar Association.

This course has been in existence for several years, and as a result of it several other state bar associations have developed similar courses for use in the public school adult business programs of their states. The New York State Bar Association has a permanent committee on adult education and this committee from time to time revises the course outlines.

Income Tax. Income tax is a one-, two-, or three-session course offered in many adult business programs in the state. This course is usually taught by a person employed by the Internal Revenue Service, a public accountant, or a practicing attorney. No suggested outline has been developed for this course since the tax forms themselves furnish an excellent guide.

Some years ago the Internal Revenue Service, through the various regional offices in the state, agreed to assist in the teaching of these courses. The Internal Revenue Service recognizes the practicality of working with groups rather than having individuals ask them for assistance.

Life Insurance. Life insurance is a four-session course teaching the various basic life insurance coverages. The topics included are straight life insurance, endowment policies, limited life policies, term insurance, group insurance, and variations of these policies. The objective is to teach the difference between the various types of basic life insurance coverage. Also included in the course is a session on annuities which many people consider to be a type of life insurance since annuities are usually sold by life insurance companies and often options of life insurance policies may be elected in the form of annuities. These courses are usually taught by local life insurance agents. A suggested course outline is available.

The American Institute of Life Insurance furnished many excellent teaching materials and aids including motion pictures for this course. This particular course should be of interest to most persons who carry life insurance.

Planning and Building a Home. This is a five-session course designed for persons who are interested in having a home built for themselves. The topics included are real estate law, property insurance, financing a home,

planning a home, and building a home. These units are usually taught by lay teachers who are businessmen engaged in that particular occupation, such as a real estate agent, insurance agent, lawyer, architect, or contractor.

The course has been of interest to many couples who have built homes. In many cases it has saved them money in financing, in planning the home, and avoiding legal pitfalls into which many new home builders fall.

Business for Home Owners. This course is similar to the course on planning and building a home except that it is designed for persons who are interested in purchasing a home which has already been built. In some parts of the state few homes are built for the purchaser. Usually, the homes are built by contractors who then sell them to the eventual owner.

The course is designed as a seven-session course including topics on law home owners should know, financing a home, insurance for home owners, family budgets and expenditures, two sessions on buying home appliances, and a session on buying a home. In the last session topics included are selecting a location, types of homes, types of home construction, construction features to consider, general features to consider and sources of information.

Consumer Education. Consumer education is found in many of the nonvocational business courses. One specific course in consumer buying was developed which included sessions on legal problems of buyers, how the government protects buyers, how private agencies protect buyers, what buyers should know about advertising, and general principles of buying which apply to most purchases. Incidentally, this particular course has not proved as popular as the Bureau believes it should be.

In many of the courses described earlier are units which apply to consumer or economic education.

Social Security and You. A two-session course is operated to acquaint persons with the provisions of the Social Security Act. It is usually taught by a person employed by the Social Security Unit of the Federal Security Agency. The first session includes topics such as the purpose of the Social Security Act, the possible benefits at age 65 or 62, possible benefits after death of the contributor, requirements to be fully insured, requirements to be currently insured, quarters, requirements for retirement payments, requirements for survivors payments, special provisions, and payments.

The second session included social security taxes, persons under the Social Security Act, types of workers now included under the Social Security Act, and new provisions of the Act.

Getting a (Better) Job. Most persons apply for many jobs in their lifetime. Usually this is done with little or no actual planning. This two-session course teaches how to systematically apply for a new position. The topics included are planning the campaign, activating

The popularity of adult business classes is due, in a large measure, to the practical value derived.

the campaign, locating jobs, letter of application, personal data sheet, application blanks, portfolio, personal interview, and follow-up.

Some Statistics

In 1944-45 there were 31 communities in New York State having adult business programs in the public schools with slightly more than 7,000 persons enrolled. Over the years this figure has grown, not including New York City, to more than 2,225 classes with more than 47,000 adults enrolled. There was a total of 406 programs in 1959-60 with about 1,500 teachers in more than 2,225 classes. The accompanying table shows the enrollment by subjects.

ADULT BUSINESS EDUCATION CLASSES IN NEW YORK 1959-60
(Exclusive of the City of New York)

Course	1959-60	
	Classes	Enrollment
Typewriting	912	19,370
Shorthand	*525	*10,472
Business Machines	162	2,938
Vocational Bookkeeping	98	1,794
Others:		
Small Business Bookkeeping (Not DE) ..	75	1,347
Law	70	1,182
Income Tax	31	753
Investments	140	4,054
Arithmetic & Communications	18	474
Switchboard Operation	34	574
Professional Secretarial	23	424
Miscellaneous	13	310
Total Business Education	2,101	43,692
Distributive Education:		
Small Business Bookkeeping	20	289
Insurance	23	544
Real Estate	27	1,157
Small Business Management	29	712
Retail Selling	11	509
Communications	9	205
Miscellaneous	18	433
Total Distributive Education	137	3,849
GRAND TOTAL	2,238	47,541
Programs	406	
Teachers	1,477	

*98 classes and 1,684 students in "alphabetic" shorthand

State Aid

The New York State Department of Education recognizes the importance of having an adequate and extensive adult education program. This is shown by the fact that state aid is available for classes of adults conducted in a public school program. The classes, under the direction of a qualified director of adult education, must meet certain minimum requirements. This aid for each class amounts to \$2.50 for each 40-minute period of instruction times the state equalization factor for that particular school district. This formula was adopted by the State Legislature in its 1958 session and modified

the former formula which was a flat \$2.50 for each 40-minute period. The state aid assists local school districts in providing comprehensive adult education programs.

Many directors of adult education in the schools believe the formula is not equitable in that the more wealthy school districts, which in general have the most extensive adult programs, receive a lesser amount of aid for each class than the less wealthy districts. The New York State Association of Public School Adult Educators has suggested the following formula: The combined salaries of the director, assistant directors, and teachers plus 25 percent of this amount to give the total cost of the adult program. This total cost should be multiplied by the district's equalization factor to determine the amount of state aid. However, the maximum aid would not exceed \$5.00 for a 40-minute period.

Fees for Classes

Until a few years ago, no fees were collected for courses in most public school adult business programs. This has changed due to a decrease in 1958 in state aid marked for adult education. It is now a common practice for schools to charge a registration fee of from \$2 to \$5 a course so that the course is self-supporting and does not use local tax money. In no case may a school make a profit on a course.

State Department Services

Adult business education has been the fastest growing program in the business education area during the past 15 years. The Bureau of Business and Distributive Education of the New York State Department of Education has recognized this growth and has increased its service to local schools by appointing a full-time supervisor of adult business and distributive education. This supervisor is responsible for enriching the curriculum and providing outlines for adult business courses. Other supervisors on the staff assist in the promotion and development of the adult program while also supervising secondary school business and distributive education programs.

Adult classes in business education have experienced tremendous growth with the nonvocational areas leading in the percentage of increase. This is a national trend since most adults have had little or no instruction in nonvocational business problems, yet most adults purchase food and clothing, buy or build homes, buy insurance (life, property, and casualty), pay taxes, have wills drawn, change jobs, are under Social Security, get married, have automobile accidents, and are constantly coming in contact with other business problems which can be learned in adult business classes. The popularity of adult business classes is due, in a large measure, to the practical value derived from both the vocational and nonvocational subjects.

A CAREER DAY FOR YOUR STUDENTS

"It is better to choose a vocation than merely to hunt a job" was the theme of a Career Day sponsored by the Washington High School, Los Angeles, California, Chapter of FBLA. The program was designed to help students formulate their educational and vocational plans more realistically by becoming informed of vocational opportunities and problems in areas in which they might be interested after graduation.

A well-organized Career Day is an effective guidance tool and can also be an excellent project for an FBLA chapter. Working under the supervision and with the cooperation of the school administrative officers and the school guidance department, the activities in planning, preparing for, and operating a Career Day provide countless learning opportunities for FBLA members. Although the purpose of a Career Day is essentially one of providing occupational information as a part of the guidance program, the work connected with the day such as correspondence, telephone calls, duplicating, collating, tabulating of occupational choices, scheduling sessions, and contacting of businessmen all falls within the normal scope of a business student's educational program. Too, one of the purposes of FBLA is to "Create more interest and understanding in the intelligent choice of business occupations." This purpose could easily be broadened within most schools to encompass all students—not just those interested in business.

A successful Career Day program usually begins with a general session. During this time, a person who has achieved outstanding success in his occupation presents an inspirational address. During his presentation, he would discuss the overall areas which a student should consider in his occupational planning such as the determination of his aptitudes, the selection of major interests, the additional education needed, and so on. The general session is followed with small class-size group sessions conducted by persons employed in the occupation being discussed. These counselors are selected from the persons available within the immediate or nearby areas. A closing general session to tie together the day's activities might be included.

Planning for a successful Career Day will normally begin not less than three months prior to the target date. The first step is to outline essentially the major plans for the day and present this outline to the school authorities for approval and guidance. If the school is not large enough to warrant a Career Day program of its own, perhaps two or more schools could operate one together.

A Career Day program can be scheduled for a full day, a half day, or an evening session. Some schools have worked out a continuing type of program whereby one session a week for several weeks is devoted to a Career Day type of program.

The programming for the Career Day will depend on the classification of students included. Normally, at least juniors and seniors are included in the program and often the sopho-

mores are given an opportunity to participate. If the sophomores are included, a more general program might be desirable for this group such as films and programs on various major career groupings, good grooming, career choosing, personal analysis, techniques in interviewing, good business relations, and so on.

A supplementary activity which has proven valuable in several instances is exhibits by major business and occupational groupings. The exhibit portion of the program might necessarily be limited to schools located in larger communities. However, if space is available for the exhibits, business and industry are usually eager to cooperate. The emphasis in the exhibits should be on job opportunities and live or visualized job demonstrations. An equitable distribution of exhibits among the major areas of career opportunities in the area should be maintained. The school should reserve the right to recommend changes in the exhibits if they become too "commercial" or seem inappropriate for the purpose of acquainting students with career opportunities.

As soon as the initial program outline has been approved, the work should be divided among several major committees. At all times, the entire faculty and student body should be kept informed of the progress being made and should be given an opportunity to participate in the planning.

Some of the committees that might be desirable to have in operation are a program committee to set up the over-all program outline such as general sessions, individual group sessions, and so on; a committee which assumes the responsibility for securing counselors for the small group sessions and perhaps also speakers for the general sessions; a committee to secure exhibits from business and industry and also to assist in planning and preparing in-school exhibits of career materials in the various school departments and the school library; a publicity committee to inform the students, faculty, parents, and others in the community of the activities and the purpose of the Career Day; and a reception committee responsible for greeting the visiting counselors, perhaps preparing a coffee hour or luncheon for them, accompanying them to their respective sessions, and preparing the thank-you notes after the program is over.

The determination of which occupational areas are to be included in the program will necessitate a survey of student occupational choices. The survey can be accomplished by distributing questionnaire sheets or cards to each student asking him to list his first three choices of occupations. After these choices have been tabulated, the information should be augmented by the guidance personnel who will evaluate the selections, the occupational opportunities available within the area, and the results of occupational interest inventories and tests which have been administered previously to the students.

It may be necessary to combine some occupational choices into a grouping of related occupations to facilitate selection of speakers and scheduling of sessions. Some groups may have

to be divided into two or more sections to provide for the more popular occupational interests.

A College Day is scheduled separately by some schools. Representatives from the various colleges in which the graduating students are interested are invited for interviews with the students. However, if the Career Day is held annually and it includes students from sophomores through seniors, the College Day activities might be combined with Career Day. A combined program provides an early opportunity for high school students to guide their selection of educational programs to coincide with the requirements of the colleges and occupations of their choice. It would also mean the program could include primarily a general type of activity for the sophomores, a more specific one in the area of occupational choice for juniors, and the seniors would select college counseling if that is in their immediate future or occupational counseling if they plan on going to work right after graduation.

After the areas of occupational choice are determined, the securing of counselors from those areas chosen is the next step. Contacts for counselors should be made in person if at all possible. The counselors can be secured through various service organizations within the community, business firms, and through suggestions from various teachers and guidance personnel. Some schools prefer to secure alumni where possible. The speakers should be familiar with vocational opportunities in their fields, have the ability to hold the interest of high school students, and be experienced in their vocation.

An active program of publicity and public relations should be carried on in connection with the Career Day. In addition to the opportunities for students to make analytical studies of several different occupations, to study job opportunities in the local community, and to learn of the qualifications one must have if he expects to succeed in these occupations, Career Day provides the school with an opportunity to bring local employers, managers, craftsmen, professional men, college representatives, and parents into the school. This in itself can be an effective public relations activity. However, the local newspapers and radio and television stations should be given ample opportunity to cover the event and news stories should be supplied to the news media from the moment the Career Day plans begin to crystalize.

After coordinating occupational choices with the counselors secured, a time schedule can be prepared for the day and the students scheduled according to their occupational choices. A careful program of orienting the students prior to Career Day should be inaugurated. The students need to have a general background of occupational information, to have determined their areas of aptitude and interest, and to have information on the types of answers they should seek during the Career Day sessions.

Since many of the counselors chosen for the group sessions will be inexperienced in speaking to student groups, adequate guidance will need to be given in selecting the material to present. Normally, the period will be divided about 50-50 or perhaps 60-40 with the first portion devoted to a discussion by the counselor on his occupation with the remainder of the period devoted to a question and answer period covering other points of interest to the students. The counselor should be prepared to add additional comments about his occupation to fill out the period if no questions are forthcoming. He should be cautioned to present the facts fairly rather than to glamorize or "sell" his occupation. For this reason, speakers who have a personal gain to be achieved in "selling" a particular

occupation should not be selected as counselors. Forrester¹ has prepared a sheet of instructions for the speakers which might be adapted to your situation. Foster and Stripling² suggest that the following questions should be answered for the students, either in the initial presentation by the counselor or in the question and answer period:

1. What is the most desirable age for starting in this occupation?
2. What high school courses are especially helpful for the occupation you are considering?
3. What preparation is needed after high school?
4. Where can one best obtain this preparation?
5. How long will it take?
6. What will it cost?
7. Is there an apprentice period?
8. Are there any books you would especially recommend?
9. Where can I get additional information about this occupation?
10. What are the advantages of this occupation?
11. What are the disadvantages of this occupation?
12. Do you consider this field overcrowded?
13. Just how does one get started in this occupation?
14. What are the chances for promotion?
15. What is the best way to earn a promotion?
16. At what age must one stop working?
17. Is there a pension?
18. What are the health hazards in this work?
19. What is the beginning pay?
20. What personality traits are desirable for success in this field?
21. What personal satisfaction might one gain from this occupation?

One student and one faculty member should be assigned to each counselor to see that he is properly greeted and oriented, that he is shown to the room where his sessions are being held, and that after his presentation he is thanked for his participation. One of the student chairman's responsibilities should be to introduce the speakers in the sessions and serve as a leader in the discussions which follow the initial presentation. His duties could also include a written evaluation of the sessions to be filed for reference in the selection of counselors for future programs.

Following the Career Day, the students should be queried on the information they obtained and any gaps should be filled in. Reports on the various group sessions would make an excellent chapter program enabling students to learn about occupations covered in sessions they were unable to attend. Possible adjustments in curriculum should be discussed for sophomores and juniors. Adjustment in the course content might be necessary to meet the needs of some students. A continuing program of study and information seeking should be established for the students so that they might attain a true and complete understanding of the occupation in which they are interested.

You too can conduct a successful Career Day program in your school. If a program is already in operation sponsored by your guidance department, it might be appropriate to suggest that the members of the FBLA chapter would like an opportunity to perform some of the duties in connection with the day which normally fall into a business category. Here is a real opportunity to "Create more interest and understanding in the intelligent choice of business occupations."

¹Forrester, Gertrude. *Methods of Vocational Guidance*. Boston: D. C. Heath and Company, 1951. p. 198.

²Foster, Charles R., and Stripling, Robert O. "Planning the Career Day Program." *The School Executive* 73: 74-77; March 1954.



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NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

UBEA REGIONAL ASSOCIATIONS

Central Region of UBEA
Eastern Region of UBEA
Mountain-Plains Business Education Association
Southern Business Education Association
Western Business Education Association

UBEA AFFILIATED ASSOCIATIONS

Alabama Business Education Association
Arizona Business Educators Association
Arkansas Education Association, Business Education Section
California Business Education Association
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Iowa Business Education Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Teachers Association
Nebraska Business Education Association
Nevada (Northern, Southern) Business Education Association
New Hampshire Business Educators Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Department of Business Education
North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Business Education Association
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Educators Association
South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Teachers Association
Virginia Business Education Association
Washington (Eastern, Central, and Western) Business Education Associations
West Texas Business Teachers Association
West Virginia Business Education Association
Wisconsin Business Education Association
Wyoming Business Education Association

Representative Assembly for Southern Region

A highlight of the UBEA Representative Assembly for the Southern Region was the announcement that UBEA-SBEA membership had established an all-time high for November with 2,083 names on the roster. The Assembly was held in Atlanta, Georgia, prior to the opening of the annual convention of the Southern Business Education Association on November 24. UBEA's president, Gladys Bahr, presided at the Assembly.

Following the introduction of guests, two UBEA Executive Board members from the region briefed the state delegates on the national-level activities. Harry Huffman spoke enthusiastically concerning NABTE BULLETIN 73 (incorporated in the December issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY) and the forthcoming publication on "Business Education for the Academically Talented." Dr. Huffman recommended that BULLETIN 73, "Seminar in Business Education," be used when planning programs for meetings.

Parker Liles, vice-president of UBEA and a member of the National Unity Implementing Committee in Business Education, gave a progress report in which he stated that the members of the Eastern Business Teachers Association and the National Business Teachers Association are being polled by their executive committees to determine if the revised plan is acceptable. He said the Southern Business Education Association would take action on the plan at its business session, and the other regional associations have the plan on the agenda for consideration at their next meeting.

Theodore Woodward described the content of the two brochures prepared by the Commission for Business and Economic Education. The brochures are to be released during this school year. "A Proposal for Business and Economic Education for American Secondary Schools" is written as a letter to school administrators and signed by prominent businessmen. The second publication is a statement entitled "This We Believe About Business Education."

Other persons reporting on UBEA activities were Marguerite Crumley who participated in the NEA-UBEA Conference on the Academically Talented Student; Richard Clanton, one of UBEA's representatives at the White House Conference on Children and Youth; J. Curtis Hall who was among the college business educators at the three-week Workshop on Business and Economic Education sponsored by the Joint Council on Economic Education, the Young Presidents Organization, and the UBEA; and Hollis Guy who reviewed the services of the Headquarters Office. Miss Bahr summarized the activities and proposed plans for projects she hoped to see inaugurated.

Jeffrey Stewart's report on membership growth during the year was climaxed by the presentation of a complimentary comprehensive service membership to Frances Bartoszek for her outstanding recruitment program in Florida. The award was presented by Hulda Erath, president of the Southern Business Education Association.

Another highlight of the Assembly was the roll call of delegates from the affiliated state associations and the reports on state-level activities. The delegates who answered the roll call and spoke for their respective associations are: J. Curtis Hall and Robert Hyett of Alabama; Ruth Carter and Katherine S. Green of Arkansas; Frances Bartoszek, Joseph Barkley, and Leon Ellis of Florida; Zenobia T. Liles and Parker Liles of Georgia; Thomas Hogancamp and Ethel Plock of Kentucky; Marie Louise Hebert, Bobbye Trichel, R. Norval Garrett, and Doris Bentley of Louisiana; James Wykle of Mississippi; Evelyn H. Withers and William Warren of North Carolina; Sara K. Zeagler of South Carolina; Theodore Woodward and Charles Nix of Tennessee; Elnora Overley, Marguerite Crumley, and John Lambert of Virginia; and Rosalie Durham, Juanita B. Parker, and Nora Goad of West Virginia.

President Bahr complimented the association on the excellent activities report given by the delegates.

(Continued on next page)

UBEA Editors

One of the several very important groups of persons working for better business education through the United Business Education Association is the 21 editors (see photographs pages 24-25) of the UBEA publications. These persons, selected by the UBEA Publications Committee (see photographs page 25) and appointed by the UBEA Executive Board, represent an outstanding group of business educators giving freely of their time to help other business educators by securing and presenting excellent articles in all phases of business education.

The editors for BUSINESS EDUCATION FORUM, THE NATIONAL BUSINESS EDUCATION QUARTERLY, and NABTE BULLETIN, participate in a publications program including 13 separate issues of magazines with a total of over 600 pages annually. In addition to the thousands of UBEA members benefiting from these publications, additional thousands of students and business educators use the publications through the many library subscriptions.

The UBEA Publications Committee and editors are to be congratulated on their respective achievements which make the UBEA publications an incomparable asset to business education.

CONVENTION CALENDAR

National Meetings

- National Association for Business Teacher Education, Chicago, February 23-25
- UBEA Research Foundation, Chicago, Illinois, February 23-25
- Administrators Division of UBEA, Chicago, Illinois, February 23-25
- U. S. Chapter of the International Society for Business Education (International Division of UBEA), Chicago, Illinois, February 23-25

Regional Meetings

- Eastern Region of UBEA, New York, New York, March 10-11
- Western Business Education Association, Spokane, Washington, April 6-8
- Central Region of UBEA, Akron, Ohio, April 14-15

State and Area Meetings

- Chicago Area Business Educators Association, January 28, February 25
- Colorado Business Education Association, Denver, January 13
- Wisconsin Business Education Association, Milwaukee, January 14



LET'S GO UNITED . . . UBEA 10,000 CLUB

A membership of 10,000 is the immediate goal of the UBEA 10,000 Club. This Club is composed of persons who believe in the important role of UBEA in business education throughout the country and demonstrate this belief by promoting membership among their colleagues in business education. The requirements for membership in the UBEA 10,000 Club are the submission of three or more UBEA memberships, new or renewal, one of which may be your own. The persons listed below have made a good beginning in their active support of the Association by inviting their colleagues to participate in formulating and realizing a program of action not only for business education but for the total program of education. Numbers in parenthesis indicate the number of memberships submitted since June 1, 1960.

CENTRAL REGION

ILLINOIS

Gladys Bahr (8)
Arnold Condon (17)
Floyd Crank (7)
Lyle Maxwell (14)
Harves Rahe (11)
Stanley Rhodes (3)
Lewis Toll (9)
Leonard West (9)

INDIANA

Dorothy Crunk (4)
H. C. Enterline (8)

IOWA

Gloria Alcock (17)
Cleo Casady (5)
Lloyd Douglas (43)
W. J. Masson (13)

MICHIGAN

Ima Chambers (43)
Fred Cook (28)
Lorna Weddle (6)

MINNESOTA

Dorothy Grovom (3)
Ellis Jones (21)

OHIO

Esther Anderson (11)
Elizabeth Freel (5)
Mearl Guthrie (25)
Calen Stutsman (16)

WISCONSIN

Margaret Baumgartner (3)
Leon Hermesen (4)
Russell J. Hosler (13)
Lorraine Missling (3)

MOUNTAIN-PLAINS REGION

COLORADO

F. Kendrick Bangs (8)
John E. Binnion (9)
Kenneth Hansen (29)
Ruth Mitchell (12)
Vernon Whiting (9)

KANSAS

Rida Duckwall (4)
Howard Lundquest (5)
Marcella Mouser (6)
Lodi Newcomb (18)
Richard Reichert (37)
Faye Ricketts (3)
Donald Wilson (5)

NEBRASKA

Marilyn Berg (3)
Charlotte Gruber (4)
Leta Holly (3)
Ron Landstrom (13)
Orvid Owens (12)

NEW MEXICO

Imogene Campbell (4)
Rebecca Lutz (5)

NORTH DAKOTA

John Keller (5)

UTAH

John Rowe (11)
Dorothy Travis (9)

OKLAHOMA

Manoi Adair (7)
Gordon Culver (140)
Veda McGinty (3)
Gerald Porter (9)
Ralph Reed (3)
Charles R. Walker (6)
Dorothy Yandell (6)

SOUTH DAKOTA

Lois Von Seggern (18)
Violet Witt (4)

TEXAS

Loyce Adams (3)
Arthur Allee (9)
Faborn Etier (3)
Carlos Hayden (8)
Ilice Ilio (10)
Vernon Payne (36)
Ardeth Stedman (4)
Peggy Warwick (22)

WYOMING

James Zancanella (45)

EASTERN REGION

CONNECTICUT

Ann Eckersley (19)
Dean R. Malsbary (7)
Clarence Schwager (7)
Jeanne Skawinski (4)

MARYLAND

James Brown (4)
Prima Lee Bryson (18)
Arthur Patrick (12)
Vernon Stone (4)

MASSACHUSETTS

Lester Sluder (3)

NEW JERSEY

Louis Nanassy (78)
May S. Paine (4)

NEW YORK

Donald Mulkerne (57)

PENNSYLVANIA

Jerre E. Gratz (13)
Lawrence Imboden (3)
Thomas Martin (24)
Jack Wanich (5)

PUERTO RICO

Alice Gonzalez (6)
Rosa de Villarronga (5)

WESTERN REGION

ARIZONA

R. A. Kidwell (8)
Harley King (31)
Kenton Ross (3)

CALIFORNIA

Stanley Baird (6)
Alvin Beckett (3)
Richard Dale (3)
Joseph DeBrum (20)
Lawrence Erickson (9)
Charles Greenly (3)
Mary Onorata (9)
Mary Patterson (4)
Richard Perry (6)
Robert Place (6)
Edwin Swanson (3)
Jack Theige (10)
James Thompson (4)
Jack Yuen (45)

IDAHO

Laura Bombino (3)
Robert Kessel (6)
Robert Rose (14)
Inez Wilcomb (7)

OREGON

Helena Edwards (19)
Catherine Jones (13)
Theodore Yerian (43)

UTAH

Mary Brown (25)
Rosamond Demman (5)
Iris Irons (4)
Dean A. Peterson (6)

WASHINGTON

Robert Bender (13)
Frances Brown (3)
Alberta Frerichs (25)
Eugene Kosy (4)
Harold Palmer (13)

SOUTHERN REGION

ALABAMA

Wilson Ashby (13)
Evelyn Gullledge (14)
J. Curtis Hall (31)

ARKANSAS

Mildred Bradine (5)
Ruth Carter (9)
Ruby Croom (11)
J. Alvin Dickinson (26)
Katherine Green (20)
Erma Tucker (6)

FLORIDA

Howard Abel (3)
Frances Bartoszek (11)
Ellen Butler (4)
Frank Dame (6)
James Davis (10)
Inez Frink (3)
Yvonne Terrien (5)

GEORGIA

Milton Chambers (7)
Parker Liles (3)
Zenobia Liles (14)
Kenneth Roach (20)
John Sheppard, Jr. (7)
S. L. Toumey (19)

KENTUCKY

Vernon Anderson (8)
Alice Cox (14)
Dorothy Hazel (9)
Hazel Lincoln (4)
Margaret Moharlv (14)
Vernon Musselman (58)
Ethel Plock (9)
Eugene Smith (10)

LOUISIANA

Hulda Erath (4)

Marie Louise Hebert (49)

MISSISSIPPI

Frank Herndon (40)
Frances Reck (11)
Martin Stegenga (13)
James Wykle (42)

NORTH CAROLINA

Mathilde Hardaway (13)

Mary Suggs (23)

William P. Warren (5)

SOUTH CAROLINA

Sunnie Hudson (51)

My Frances Lide (3)

TENNESSEE

Leah Grubbs (6)
Mrs. Ray Kinslow (11)
Eugenia Moseley (12)
George Wagoner (14)

Theodore Woodward (5)

VIRGINIA

Sara Anderson (5)
Thelma Chambers (7)
Marguerite Crumley (22)

Z. S. Dickerson (9)

M. L. Landrum (21)

Lucy Jane Lowman (5)

John W. Overbey (3)

Jeffrey Stewart (42)

Kenneth Zimmer (6)

WEST VIRGINIA

Alberta Anderson (6)
Nora Coad (4)
Ruth Jamason (4)
Juanita Parker (4)

Southern (Continued from page 22)

The agenda for the Representative Assembly was prepared by Vernon A. Musselman, UBEA's liaison officer for affiliated associations in the Southern Region. Z. S. Dickerson was the recorder and Vernon Anderson assisted with arrangements for the meeting. Frances

Clanton, national president of the Future Business Leaders of America; Gerald A. Porter, president of the Mountain-Plains Business Education Association; and Russell J. Hosler, president of the National Association for Business Teacher Education, were among the guests introduced at the Assembly.

UBEA EDITORS



Shorthand
ARNOLD CONDON
University of Illinois



Shorthand
ZENOBIAS T. LILES
Atlanta, Georgia



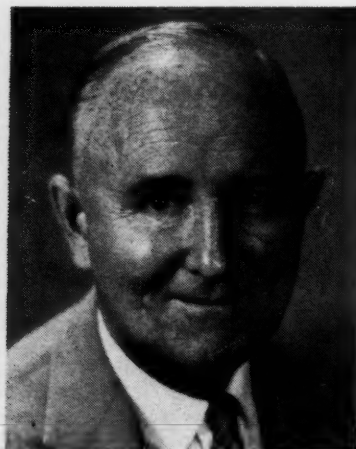
Typewriting
LAWRENCE ERICKSON
University of California



Typewriting
FABORN ETIER
University of Texas



Bookkeeping and Accounting
Z. S. DICKERSON
Madison College



Bookkeeping and Accounting
R. NORVAL GARRETT
Southeastern Louisiana College



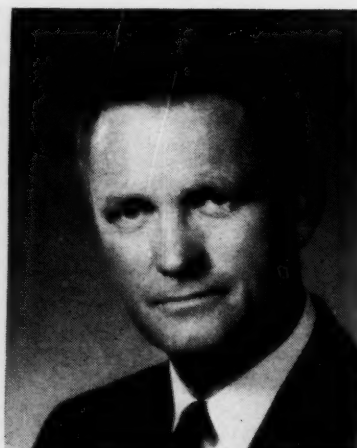
Adult Education
JAMES ZANCANELLA
University of Wyoming



General Services
LLOYD GARRISON
Oklahoma State University



General Clerical
WILLIAM WINNETT
San Francisco State College



General Clerical
CLEO CASADY
State University of Iowa



Basic Business
F. KENDRICK BANGS
University of Colorado



Basic Business
AGNES LEBEDA
Iowa State Teachers College

UBEA EDITORS



Distributive Occupations
WARREN MEYER
University of Minnesota



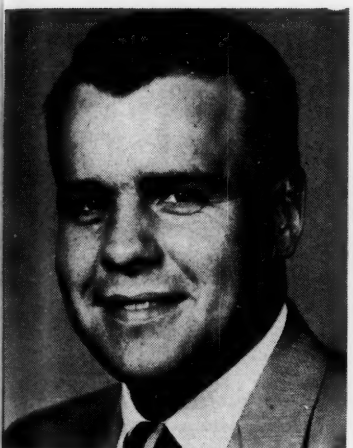
Distributive Occupations
ALVIN C. BECKETT
San Jose State College



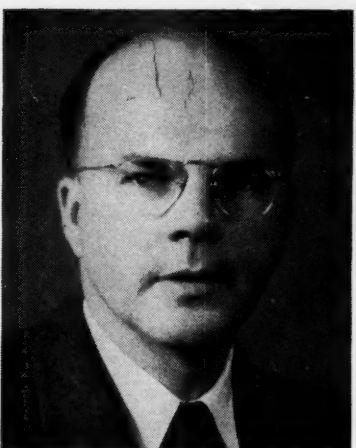
Office Standards
WILSON ASHBY
University of Alabama



Office Standards
MARGUERITE CRUMLEY
Richmond, Virginia



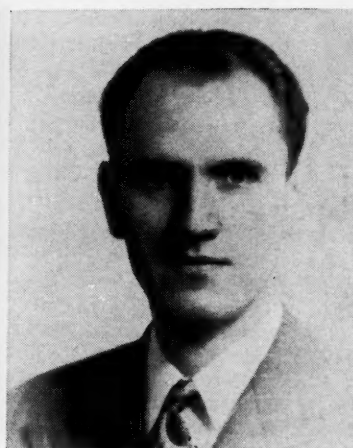
Research
WILLIAM HIMSTREET
University of Southern California



Teacher Education
HARRY HUFFMAN
Virginia Polytechnic Institute



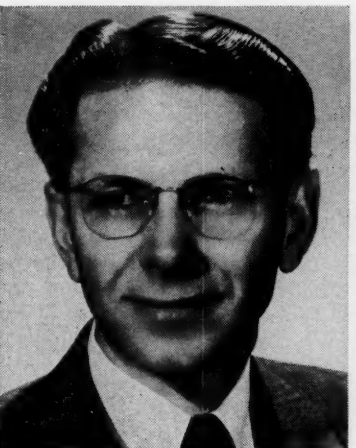
Research
RUTH ANDERSON
North Texas State College



Administration
KENNETH J. HANSEN
Colorado State College



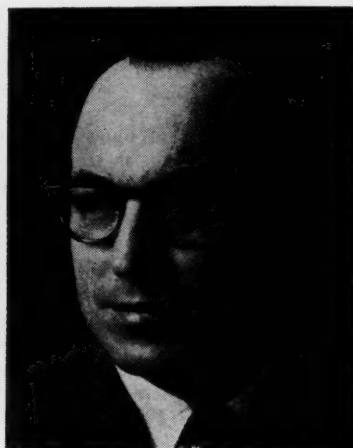
International
ADRIENNE G. FROSCH
Lafayette H. S., Brooklyn, N. Y.



Chairman, Publications Committee
EDWIN A. SWANSON
San Jose State College



Publications Committee
DOROTHY TRAVIS
University of North Dakota



Publications Committee
THEODORE YERIAN
Oregon State College

EASTERN REGION

Tri-State

New officers of the Tri-State Business Education Association were elected at the meeting on November 4-5 in Pittsburgh. They are John F. Cord, Stowe Township High School, Pittsburgh, president; Bernadine Meyers, Duquesne University, Pittsburgh, first vice-president; Rose Casasanta, Duffs Iron-City Business Institute, Pittsburgh, second vice-president; Margaret Vota, Oliver High School, Pittsburgh, secretary; and Merlin Chute, Wilkinsburg Senior High School, Wilkinsburg, treasurer. Directors elected are Elizabeth Corcoran, Brentwood High School, Brentwood; Helen Widener, Arsenal Girls Vocational High School, Pittsburgh; C. Hales Duncan, Pennsylvania State College, Indiana; Olive Cease, Crafton High School, Pittsburgh; and Ruth G. Conwisher, Alderdice High School, Pittsburgh.

Program participants included D. D. Lessenberry, Pittsburgh; Hamden L. Forkner, New York, New York; Leonard Porter, Englewood Cliffs, New Jersey; R. Robert Rosenberg, Jersey City, New Jersey; Marion Angus, Toronto, Canada; William Cadugan, Pittsburgh; and Abe Laufe, Pittsburgh.

Maryland

Members of the Maryland Business Education Association elected Ruth Bartlett, Perryville High School, Perryville, as president of the association for 1960-61. Other officers elected at the meeting of the association in Baltimore on October 15, are William F. Wakefield, Parkville High School, Baltimore, vice-president; Jane Leidig, Southern High School, Baltimore, secretary; and Richard Winn, Walkersville High School, Frederick, treasurer.

Lena A. Clemmer, retiring president, presided at the meeting at which Fred C. Archer, McGraw-Hill Book Company, Inc., was the keynote speaker.

Local arrangements were handled by Mary Tronsue, Beatrice Robinson, and Helen Reimuller. James G. Brown, University of Maryland, College Park, who is a regional representative to the UBEA Executive Board and the state adviser for FBLA in Maryland, reported on UBEA and FBLA activities. Mrs. Clemmer reported on the state association's project entitled, "A Study of the Graduate and Undergraduate Programs at the University of Maryland."

The association's next meeting will be April 29, 1961, at High Point High School, Prince George's County.

(Maryland has 88 UBEA members—88 percent of 1960-61 goal.)

Pennsylvania

The themes for the two annual spring conferences of the Pennsylvania Business Educators Association have been announced. The theme for the Eastern Conference, convening at Reading High School, Reading, on April 15, 1961, is "The Challenging Years Ahead for Business Ed." The program co-chairmen are Paul Strunk of Wilson High School, Wilson, and Larry Imboden, Muhlenburg Township High School, Laureldale. Dorothy Shultz of Reading High School will serve as local chairman.

The Western Conference will meet at Mt. Lebanon High School, Mt. Lebanon. The theme selected is "The Educational Squeeze—Academic Versus Business." Dorothy Grove of Mt. Lebanon High School is local chairman and Irma Sutton is the program chairman.

Both conferences have been planned with informal "get-togethers" Friday evening. The conferences will open Saturday morning with a general session to be followed by sectional meetings in the major subject fields.

(Pennsylvania has 260 UBEA members—100 percent of 1960-61 goal.)

Connecticut

The fall luncheon meeting of the Connecticut Business Educators' Association and the State Department of Education was held in Cheshire, with more than 250 teachers in attendance.

CBEA's president, Frederic W. Rossmo, Wilbur Cross High School, presided at the meeting. Paul M. Boynton, Connecticut State Department of Education, introduced Wilson Baldwin, who spoke to the group on "Education's Best Salesman, the Business Teacher." Dr. Baldwin is dean of the School of Business Administration, Simmons College, Boston, Massachusetts. In his address, Dr. Baldwin asserted that with the advent of "crash programs" in science and mathematics, the business teachers of the country have steadfastly forged ahead in improving instruction in the skill subjects and have continued to stress the importance of economic education to the strength and stability of this country. (Connecticut has 102 UBEA members—81.6 percent of 1960-61 goal.)

SOUTHERN REGION

Tennessee (Middle)

The Middle Tennessee Business Education Association met at the Hermitage Hotel in Nashville on October 21, with Mrs. Bruce Plummer, Tennessee Polytechnic Institute, president, presiding. Frank Herndon, Mississippi State College for Women, Columbus, was the featured speaker. New officers elected at the meeting are Wilda Turney, Hendersonville High School, Hendersonville, president; Mattie Pearl Regen, Hillsboro High School, Nashville, vice-president; and Ruby Earps, Carthage High School, Carthage, secretary-treasurer.

(Tennessee has 170 UBEA members—79 percent of 1960-61 goal.)

Louisiana

Irol W. Balsley, Louisiana Polytechnic Institute, Ruston, retiring president of the Louisiana Business Education Association, presided at the meeting of the group on November 21. The program included reports on a standards project by Gladys Peck, Louisiana State Department of Business Education, and on FBLA activities by Richard Clanton, Louisiana State Department of Business Education. Frances Clanton, Baton Rouge High School, national president of FBLA, spoke on "FBLA—The Key to All-Around Student Development."

Hamden L. Forkner, professor emeritus, Teachers College, Columbia University, New York, New York, and chairman of the Policies Commission on Business and Economic Education, spoke at the general session on "What the Policies Commission on Business and Economic Education Can and Cannot Do."

Hulda Erath, The University of Southwestern Louisiana, Lafayette, 1960 president of the Southern Business Education Association, presided at a question and answer session on teaching problems in the subject areas. Burton R. Risinger, Louisiana Polytechnic Institute, presided at the luncheon which featured T. James Crawford, Indiana University, Bloomington, as the speaker. Dr. Crawford's topic was "Quality Teaching in Business Education."

Officers elected at the meeting of the association are Eunice Kennedy, Rocky Mount High School, Plain Dealing, president; Polly Sepulvado, Boyce High School, Boyce, Central Region vice-president; Annie Tanner, Bernice High

School, Bernice, Northern Region vice-president; Mildred Templet, Assumption High School, Napoleonville, Southeastern Region vice-president; Nelva Fletcher, Port Barre High School, Port Barre, Southwestern Region vice-president; Huland Miley, Jr., Central High School, Baton Rouge, treasurer; Kenneth Durr, Northwestern State College, Natchitoches, college representative; and Sarah Whaley, Thibodaux High School, Thibodaux, and Bobbye Trichel, Morgan City High School, Morgan City, high school representatives.

(Louisiana has 183 UBEA members—101.6 percent of 1960-61 goal.)

West Virginia

Roselyn Durham, Parkersburg High School, Parkersburg, was elected president of the West Virginia Business Education Association at the fall meeting of the association. Other new officers are Helen Blake, Milton High School, Milton, first vice-president; Eva Martin, The Chesapeake and Potomac Telephone Company, Charleston, second vice-president; and Nancy Alderson, West Virginia Institute of Technology, Montgomery, secretary-treasurer.

Walter Ellis, Chesapeake and Potomac Telephone Company, Charleston, spoke to the group on "Courage in Business." Mary Virginia Slack, Charleston, was program chairman, and Nora Goad, Charleston, was in charge of arrangements. Cloyd P. Armbrister, Concord College, Athens, the retiring president, presided at the meeting.

(West Virginia has 75 UBEA members—100 percent of 1960-61 goal.)

Arkansas

Arrawanna Hyde, Paragould High School, was elected to a second term as president of the Business Education Section of the Arkansas Education Association at the annual meeting in Little Rock, November 4. Other officers elected are Ruth Carter, Little Rock Central High School, vice-president; Thelma Jo Allen, Hampton High School, secretary; and Aileen Campbell, Star City High School, treasurer.

District directors elected are District I: Herman Long, Arkansas Technical College, Russellville; District II: Bernice Bullard, Manila High School; District III: Louise James, Glendale High School; District IV: Mary Nell Turner, Hope High School; and District V: Mildred Brading, Little Rock Vocational School.

Fred C. Archer, Gregg Publishing Division, McGraw-Hill Book Company, Inc., was the principal speaker at the luncheon and the afternoon sessions. His topics were "The Outlook for Office Practice in the 1960's" and "How To Organize and Operate the Office Practice Course." (Arkansas has 130 UBEA members—118.1 percent of 1960-61 goal.)

Mississippi

The members of the Mississippi Business Education Association met in Hattiesburg on October 29. Alan Lloyd, McGraw-Hill Book Company, Inc., gave a lecture demonstration on "The Typewriting Teacher as a Coach of Good Typing Technique." Another feature of the program was a symposium on "Procedures in Securing a State Supervisor of Business Education for Mississippi." The six speakers were Lytle C. Fowler, University of Mississippi, University; Vera Smith, Central High School, Jackson; Frances Reck, Mississippi Southern College, Hattiesburg; A. P. Bennett, Mississippi State Board of Education, Jackson; The Honorable Maurice Malone, Mississippi State Legislature, Lucedale; and Neil W. Gentry, Mississippi State College for Women, Columbus.

(Mississippi has 230 UBEA members—121 percent of 1960-61 goal.)

CENTRAL REGION

Minnesota

Mary Howe, Macalester College, St. Paul, has been elected president of the Minnesota Business Education Association. Other officers elected at the fall meeting of the group in Minneapolis are Gerald Timm, Winona Senior High School, Winona, vice-president; Arne Kowalzek, Little Falls High School, Little Falls, secretary; and Nella Peterson, Robbinsdale High School, treasurer.

Members of the Central Region Executive Board of the United Business Education Association held their semiannual meeting concurrently with the Minnesota association's convention and participated in portions of the state program.

(Minnesota has 131 UBEA members—93.5 percent of 1960-61 goal.)

Missouri

Lucas Sterne, Central Missouri State College, Warrensburg, was elected president of the Business Education Section of the Missouri State Teachers Association at the meeting of the group in

Kansas City on November 4. Other new officers are Alpha Brantner, Kirksville High School, Kirksville, vice-president; Marie Vilhauer, Southeast Missouri State College, Cape Girardeau, secretary; and John P. Hudson, Clinton High School, Clinton, treasurer.

Robert E. Slaughter, McGraw-Hill Book Company, Inc., New York, New York, spoke to the group. Dr. and Mrs. Ivan Calton, Springfield, participants in the National Workshop on Economics for Business Teachers (co-sponsored by the United Business Education Association, the Joint Council on Economic Education, and the Young Presidents' Organization) reported on the activities of the workshop. Dale Blackwell, Northwest Missouri State College, Maryville, gave a follow-up report concerning certification requirements of Missouri business teachers.

The next meeting of the association will be held on April 8, 1961, at the University of Missouri, Columbia.

(Missouri has 142 UBEA members—94.6 percent of 1960-61 goal.)

MOUNTAIN-PLAINS REGION

Oklahoma

Officers of the Oklahoma Business Education Association elected to take office on January 1 are Josephine Holland, Nathan Hale High School, Tulsa, president; Dean Clayton, Northeastern State College, Tahlequah, vice-president; and Thera Hengst, Jenks High School, Jenks, secretary-treasurer.

Lawrence Erickson, University of California, Los Angeles, was the guest speaker for the meeting of the association held in Oklahoma City on October 28. Another feature of the program was the panel which included Donald O'Dell, Lawton High School, Lawton; Mildred C. Madry, Will Rogers High School, Tulsa; Ruth Payne, High School, Kingfisher; Amy Millwee, High School, Marlow; David Landrum, Cameron College, Lawton; Mattie Warren, High School, Ada; Lloyd Garner, Oklahoma State University, Stillwater; Billie Holecomb, University of Oklahoma, Norman; Mary Cassity, High School, Ponca City; Lloyd Garrison, Oklahoma State University, Stillwater; Carolyn Archer, High School, Tulsa, and Noba French, Capitol Hill High School, Oklahoma City.

(Oklahoma has 411 UBEA members—109.6 percent of 1960-61 goal.)

Texas

The eighth annual meeting of the Texas Business Education Association was held Friday, October 21, in the Nueces Hotel in Corpus Christi. The president, Jessie Sim, Texas Woman's University, presided at the luncheon and the business meeting.

The theme of the convention was "Business Education in a New Decade." The vice-president, Ilice Iio, Burbank Junior High School, Houston, presented William R. Pasewark, Texas Technological College, who spoke on "Enrichment of Classroom Teaching;" and Harold N. Newhouse, editor of the *Business Teacher*, who spoke on "Capitalize the 3 M's."

The following officers were elected: Robert Sparks, Lamar Junior High School, Austin, president; Loyce Adams, Sam Houston State Teachers College, Huntsville, vice-president; Mittie Coston, Amarillo High School, treasurer; Marjorie Keaton, Texas Christian University, reporter; Annice M. Jahn, Technical High School, Fort Worth, historian; and Lucille Hoffman, Birdville High School, Fort Worth, representative to the Mountain-Plains Executive Committee. Miss Iio will assume the duties of executive secretary and Elizabeth Seuffer, Houston Public Schools, Houston, will be assistant to the secretary.

(Texas has 343 UBEA members—90.2 percent of 1960-61 goal.)

North Dakota

Officers of the North Dakota Business Education Association elected October 20 are Rentze Nicolay, Garrison, chairman; John Keller, Valley City, chairman-elect; Bessie Johnson, Granville, secretary; and Donald Lawton, Crystal, treasurer.

(North Dakota has 62 UBEA members—62 percent of 1960-61 goal.)

Colorado

Sectional meetings of the Colorado Business Education Association were held during October at Grand Junction, Pueblo, and Denver. Clyde Blanchard of Tulsa, Oklahoma, spoke to each of the groups. The title of Mr. Blanchard's address was "Quality Teaching in Business Administration."

The next meeting of the Association as a whole will be January 13, 1961, Denver, Colorado, at which time new officers will be elected as a part of the business to be conducted.

(Colorado has 205 UBEA members—85.4 percent of 1960-61 goal.)

New Mexico

Officers elected for the New Mexico Business Education Association at its fall meeting in Albuquerque are G. C. Thompson, Carlsbad High School, Carlsbad, chairman; Lewis E. Wall, Hobbs High School, Hobbs, vice-chairman; Mary Lynn, Manzano High School, Albuquerque, secretary; and Roy House, Farmington High School, Farmington, treasurer.

Fred C. Archer, McGraw-Hill Book Company, addressed the group on "Adapting Office Practice to Local Needs." Frank Gilmer and Eva Glaese, retiring chairman and secretary of the association, respectively, are local chairmen for the Mountain-Plains Business Education Association convention which will be held in Albuquerque on June 16-18, 1961.

(New Mexico has 58 UBEA members—116 percent of 1960-61 goal.)

WESTERN REGION

Washington (Western)

Ethel Robinson, West Seattle High School, Seattle, has been elected the 1961 president of the Western Washington Business Education Association. Other officers elected are H. O. Palmer, Western Washington College, Bellingham, vice-president; Louise Mutschler, Ingraham High School, Seattle, secretary; and William Peterkin, Franklin Pierce High School, Tacoma, treasurer.

Speakers for the meeting of the association on October 22 in Seattle were Robert Kessell, University of Idaho; Ralph Stewart, vice-president of Waddell & Reed, Inc.; and Robert Ardisson, assistant secretary of Washington Mutual Savings Bank. Their topics were "Business Education and Our National Welfare," "Timely Thoughts on Investments," and "A Survey of the Mortgage and Loan Business."

The next meeting of the association will be in conjunction with the Western Business Education Association convention in Spokane on April 6-8, 1961.

(Washington has 245 UBEA members—102 percent of 1960-61 goal.)

Arizona

Donald J. Tate, Arizona State University, Tempe, addressed the meeting of the Arizona Business Education Association in Tempe on November 4. Dr. Tate is president of the International Division of the United Business Education Association and the U. S. Chapter of the In-

ternational Society for Business Education. His topic, "Of Mice and Mouse-traps," dealt with the changing needs in the business education curriculums, specifically in the area of economic understanding. The luncheon meeting of the association was held in connection with the annual Arizona Education Association's convention. The next meeting will be held April 14-15, 1960, at Prescott.

(Arizona has 119 UBEA members—91.5 percent of 1960-61 goal.)

Utah

The annual meeting of the Utah Business Teachers Association was held September 29. Roger H. Nelson, University of Utah, Salt Lake City, was elected president for 1960-61. Other officers elected are A. W. Stephenson, College of Southern Utah, Cedar City, vice-president; William C. Ward, West High School, Salt Lake City, vice-president; and Kenna Rae Armstrong, West High School, Salt Lake City, treasurer. Directors elected at the meeting are Richard D. Bell, Brigham Young University, Provo; Norma Swigart, L.D.S. Business College, Salt Lake City; and Wanda Wade, Jordan High School, Sandy.

"Automation and Business Education," was the theme of the convention. Among the speakers were Edward J. Laurie, San Jose State College, San Jose, California; Jack Thurgood, Geneva Division, United States Steel Corporation, Provo; Ethelyn Taylor, Brigham Young University, Provo; and Iris Irons, L.D.S. Business College, Salt Lake City.

(Utah has 109 UBEA members—94.7 percent of 1960-61 goal.)

Nevada (Northern)

A tour and inspection of an IBM equipment installation was an interesting part of the meeting of the Northern Nevada Business Education Association, November 12, at Carson City. The guest speakers at the meeting were Bob LaDow, McGraw-Hill Book Company, Inc.; Ray Loy, Nevada Industrial Commission; and Marvin Killfoil, Lovelock, retiring president of the association.

Officers for 1960-61 elected at the meeting are Elaine Rolston, Carson City High School, Carson City, president; Dale Young, Reno High School, Reno, vice-president; Lillian Ianni, Fernley High School, Fernley, secretary; and Anthony Savenelli, Churchill County School, Fallon, treasurer.

(Nevada has 22 UBEA members—73.3 percent of 1960-61 goal.)

(Continued from page ii)

show why business subjects should be included in the resolutions they prepare; and suggest to members of the administrative staff and school board in your community that education for business and economic understanding, a nonessential in a communistic state, is essential in a democracy. A leaflet "How To Write a Letter to Your Congressman" is available upon request from the UBEA Headquarters Office.

* * * * *

In a few days, about January 24 to be exact, the NEA's welcome sign will be awaiting Lawrence G. Derthick, United States Commissioner of Education since 1956. Dr. Derthick joins the NEA staff as assistant executive secretary, specifically in charge of Educational Services. This is the staff position held formerly by Lyle W. Ashby, who is now deputy executive secretary of the NEA. Among Dr. Derthick's duties will be that of NEA liaison for UBEA and the other departments providing instructional services. His assignment includes supervision of NEA's continuing services in adult education, audio-visual instruction, international relations, safety education, higher education, and others. The current major projects Dr. Derthick inherits are:

- The Project on the Academically Talented Student, scheduled to be completed next summer.
- Regional Conferences on Instruction, a cooperative instructional service to teachers and laymen designed to make the work of the NEA and its departments better known and more effective.
- Technological Developments and the Teaching Profession, a new study that is underway. This study will survey the impact of television, teaching machines, language laboratories, and the more conventional audio-visual materials upon teachers, classroom procedures, and administration.
- The Instructional Program of the Public Schools, a searching and far-reaching study that will concern the staff, a two-year project launched in 1960. The purpose of the project is to seek and define the views of the organized profession on the nature of a program of elementary and secondary education adequate for the future, and to provide specific recommendations on the instructional program for the next decade. As the third major NEA instructional program of the century, the study follows the pioneering efforts of Cardinal Principles of Secondary Education (1918) and The Purposes of Education in American Democracy (1938).

Dr. Derthick, whose whole life has been dedicated to education, approaches his new job with "enthusiasm" and a belief that it gives him a unique opportunity to contribute to the improvement of teaching throughout the nation. He was a teacher and school administrator in Tennessee from 1927 until 1956. Two of his children are teachers, and the third teaches university evening classes.

Dr. Derthick, as announced in the December issue of the UBEA HEADQUARTERS NOTES and the FORUM, will address the Joint Convention of the UBEA Divisions in Chicago on February 27. (Over, please)

HEADQUARTERS NOTES

This is the time to remind members that:

- Reservations for rooms at the Conrad Hilton Hotel in Chicago should be made if you plan to attend the Joint Convention of the UBEA Divisions on February 23-25. The program is good and a warm welcome awaits you.
- February is the month the special offer of 5 for 2 (5 back issues of the FORUM or QUARTERLY for \$2) will be withdrawn. This special offer has been popular, but the offer cannot be continued due to the clearing of space to move in the National Business Entrance Tests for the 1961 Testing Program.
- Applications for the UBEA Award of Merit are due on March 31. The official forms and the awards are available only to colleges and universities holding membership in the National Association for Business Teacher Education.
- March is the month FBLA chapters will concentrate on "Better Dress Campaigns." The color filmstrip, "The 90% You," may be secured through the FBLA Chapter in your school for showing to classes and groups of students.
- April is Teaching Career Month. The NEA has excellent materials that are described in the January 1960, NEA Journal.
- April, May, and June are the months for operating National Business Entrance Tests Centers. Applications for organizing Centers in your school or community are available from the UBEA Headquarters Office.
- The UBEA Spring Campaign for recruiting members is on its way. The membership chairman in your state is looking for volunteer workers. Membership applications can be secured from the UBEA Headquarters Office. Please let us know if you are available to work in the Spring Campaign.

* * * * *

A survey is in process to anticipate the amount of space the various NEA units will need in 1965. The estimates, based on enrollment, income, personnel, and space used between 1955 and 1960, are quite revealing. With continuing steady growth, the UBEA Headquarters Office will provide services in 1965 to 12,172 UBEA members; 79,016 FBLA members; 312 NABTE schools; and 916 U.S. Chapter of ISBE members. The staff will grow from 8 to 13 persons and the current membership income of \$77,538 should be \$119,044 in 1965. Although January is the month for predictions and high hopes, in our judgment, it is safe to state that these estimates are conservative.

This time two years ago, we were talking about and planning for the dedication of the new NEA Building. About one year from now we will be observing daily the final construction on unit four which will provide automobile parking for NEA employees, more conference rooms, some offices, and space for the mailing section and records division which are now housed in an annex eight blocks away. A shuttle truck now carries the mail, Addressograph plates, and storage items between the two buildings. It will, indeed, be a happy day when unit four is open for business.

Hollis Guy, Executive Director of UBEA

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